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ABSTRACT

Intended as a resource for test construction, this kit provides educators with sample test items, checklists, and questionnaires to assess literacy skills of adult students. Items are keyed to skills in the Adult Basic Literacy Curriculum and Resource Guide (APL Guide) and divided into these skill areas: interpersonal, listening, speaking, viewing, reading, writing, handwriting, spelling, learning, and mathematics. An introduction outlines purposes of the kit, background and procedures, field testing, and materials within each section. Each section of test items, checklists, and questionnaires begins with instructional information covering the use of the assessments and followup. Assessments are keyed to APL Guide skills identified by number and brief description. The purpose of the various assessments and directions for their use are included. Some answer keys and scoring procedures are provided. The final section contains data on validity and reliability from the field testing of kit items. A bibliography is attached. (YLB)

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ADULT BASIC LITERACY

ASSESSMENT KIT

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PREFACE

The report of the provincial committee on Adult Basic Education (1979) recommended that for several years emphasis be placed on curriculum development related to basic literacy programs.

In 1980, the Adult Basic Literacy Curriculum and Resource Guide (ABL Guide) was produced as a resource for program development in the field.

In the fall of 1981, a bibliography based on the resource section of the ABL Guide will be available.

As a further step in the development of materials for literacy programs, the Adult Basic Literacy Assessment Kit has been prepared with the advice and assistance of experienced Adult Basic Education instructors.

It is hoped this Kit will provide instructors with another resource to be used in a broadly based approach to the assessment of student skills. Portions of this Kit have been field tested, however, further information from instructors about their experiences in using the Kit is welcomed. We also hope instructors will exchange information as they develop and implement their own assessments.

Ron Faris,
Ministry of Education

PURPOSE

The Basic Literacy Assessment Kit has been developed to provide instructors with a range of adult, Canadian, informal assessment items which can be used to:

- evaluate student achievement and progress;
- establish standards for a program, course, or unit of study;
- develop assessment items and procedures.

The assessment items reflect the goals and skills of the provincial curriculum for adult basic literacy, as expressed in the Adult Basic Literacy Curriculum and Resource Guide, 1980, (ABL Guide). That document proposed an integrated approach to literacy education, encompassing "those fundamental and generalizable capabilities which assist adults to survive in today's complex world", i.e. interpersonal skills, listening, speaking, viewing, reading, writing, spelling, learning skills and mathematics. These basic skills are envisaged as underlying the acquisition of information in occupational knowledge, community resources, consumer economics, health, government and law.

The Kit is intended to be a resource for instructors seeking samples and models of ways to assess student performance. It is not intended to be used in its entirety, or in complete sections. Assessment items have been designed to be supplements to other forms of evaluation. Instructors are encouraged to use quizzes, unit tests, or standardized tests which meet student needs.

BACKGROUND AND PROCEDURES

Work on the Basic Literacy Assessment Kit took place over the 1980-81 term and involved many ABE instructors and students.

A small working committee met in the fall of 1980 and offered the following suggestions to the project director:

- The goals, skills and items were to be directly related to the goals in the ABL Guide.
- Items selected for the Kit were to reflect functional adult tasks.
- While the skills in the Interpersonal, Listening, Speaking, Viewing and Learning Skills sections were known to be difficult to assess, they were to be included and dealt with in narrative and/or checklist form.
- The judgments about achievement levels were to be minimal and instructors and co-ordinators were to be encouraged to build on the basis offered by the Assessment Kit.

The working committee went through the ABL Guide to determine the skills thought necessary.

The next step was to second four ABE instructors as writers. Each of the writers took responsibility for a portion of the work. Those working on the Reading, Writing and Mathematics areas were directed to choose assessment items from established item banks and where no appropriate items existed to create items. The writer of the Interpersonal, Listening, Speaking, Viewing and Learning Skills sections searched many sources to locate appropriate checklists.

For the information of instructors and coordinators interested in developing tests, item banks may be accessed by telephoning or writing the Learning Assessment Branch of the Ministry of Education, Richmond, B.C. to make arrangements.

Field Testing

A number of constraints had to be considered and several decisions made before the field testing could be designed. Constraints to be recognized were:

- the small population of literacy students available for field testing;
- most students would complete only one subject area field test;
- all instructors and students involved in the field testing were volunteers.

These decisions governed subsequent procedures:

The field testing subjects were to be students close to the end of ABE Level II, the beginning of ABE Level III or close to the grade eight level.

Separate tests were to be prepared for Mathematics, Reading and Writing.

Spelling and Handwriting would not be field tested.

The material in Interpersonal, Listening, Speaking, Viewing and Learning Skills was not to be field tested but sent to a number of ABE institutions in the province for comment. Comments and advice from ABE instructors would form the basis for decisions to keep, revise or exclude items in these areas.

Selection of items for field testing was to be made on the basis of:

Source -- Original items were accepted first, the revised items from existing banks, and, finally, unaltered items from existing banks.

Suggestions from item writers -- Advice was sought from the writers regarding which items they were hesitant or uneasy about, which items/objectives they considered most important, and, particularly in the case of Writing, for which items sample student responses would be essential for the refinement of rating scales.

Objectives -- Within a subject area, items were to represent the range of objectives.

Compatibility -- Items were to be selected to yield a reasonable one hour task and to avoid redundance.

Random Selection -- Given those constraints, where items exhibited equal patterns of desirability they should have an equal chance of inclusion.

Field testing was done in several ABE classrooms around the province and included classes from college and school board programs in metropolitan and non-metropolitan settings. The field testing sites were Burnaby School Board, Camosun College, Cariboo College, College of New Caledonia, Delta School Board, Douglas College, Fraser Valley College and Vancouver Community College.

Fifty-five Mathematics papers, fifty-one Reading papers, fifty Writing papers and an additional twenty-seven extended essay papers were written.

To approximate normal classroom situations, field tests were administered by regular classroom instructors.

After the field tests were finished an item analysis was completed for each Mathematics, Reading and objective Writing item. (For results see pp. 259-268.)

The subjective Writing questions were marked by a team of three instructors. They used the rating scales which are included at the end of the Writing section of this Kit. An analysis of scores at each point on the rating scales was done. (See pp.263-265.)

When the item analysis was complete, instructors from Burnaby School Board, Delta School Board, Fraser Valley College, Malaspina College, Vancouver Community College and a former literacy student met to review the results of the field tests. The review panel was instructed to review each item and the analysis. The panel decided to:

- Keep an item.
- Discard an item.
- Instruct the writer to revise an item.
- Instruct the writer to place an item in a different section of the Kit.

Following the review panel meeting, the writers reconvened to implement the panel's decisions.

Interpersonal, Listening, Speaking, Viewing and Learning Skills

Materials for these sections of the Kit were collected from a wide variety of sources in many fields related to ABE: counselling, study skills, family life courses, learning assistance, special needs education, employment orientation courses, therapy and group work. The range in focus and purpose in these materials allows instructors to choose items most appropriate for their situation.

Reading

Reading selections were chosen from newspapers and from the test item bank at the Ministry of Education. Questions also were chosen from the same bank and modified for adult use or written specifically for this Kit. The Kit assumes that reading is the process used to unlock meaning; the meaning of the selections is the concern of included items. For that reason you will find no items for assessing phonic or syllabication skills.

All items are in multiple choice format. Students' spelling and writing skills are therefore not included in the Reading assessment.

Every effort has been made throughout to assess Reading skills in practical ways either in simulated life situations (reading classified ads) or answering questions based on newspaper items.

The Reading items are arranged to allow as many questions as possible to refer to a single selection. Where items must be put out of the sequence of skills given by the ABL Guide because they refer to a selection printed elsewhere in the Kit, the skill number is followed by a statement such as "See questions following Caribou selection, 7.1.1".

Writing

There are three units in the Writing section of the Kit:

Composition (10.10),
Handwriting (11.0), and
Spelling (12.0).

The Composition unit centers on direct assessment of continuous, purposeful writing. It also includes items to assess related knowledge and skills in grammar, sentence and paragraph structure, usage, word choice, punctuation and capitalization.

Handwriting is assessed on separate items, although it could be evaluated directly from student writing in the Composition section.

Approaches to assessment of Spelling include word lists, proofreading exercises and observation checklists.

Development of these three units of the Writing section generally followed the procedure worked out by the British Columbia Assessment of Written Expression (B.C. Assessment, 1978, p. 21). This was a comprehensive assessment of student writing, involving about 9,000 students in grades four, eight and twelve of the B.C. school system.

As adapted from that model, then, the main steps in development were:

Identification of writing tasks likely to be required of an adult -- tasks within the capability of an adult considered to be functionally literate. The ABL Guide provided the structure for this procedure. Equally useful was the task analysis of writing found in the B.C. Assessment (pp. 24-30), which first identified the four main roles of an adult writer -- worker, citizen, creative adult, and learner -- then defined the most common forms of such writing -- friendly and business letters, invitation, instructions, and applications -- and, finally, analysed the skills involved in such writing tasks.

Comparisons were made with the B.C. grade eight English curriculum guide and a number of other competency assessments, including Ontario (Evans, 1979), the Adult Performance Level survey (1976), the U.S. National Assessment of Educational Progress (NAEP, 1978).

Decision to assess writing as directly as possible. Direct assessment of writing requires gathering samples and evaluating them according to established criteria. Indirect assessment uses objective tests to measure some of the language usage skills important to effective writing (Northwest Regional Education Laboratory, 1980). An instructor who asks a group of students to write their opinion on a topic of current interest, and who then evaluates their writing in terms of some pre-set standard (e.g., Gets the meaning across; Writes in complete sentences.) is assessing writing directly. The GED Writing Skills Test, with its range of multiple choice test items, measures indirectly.

The definition of writing in the *ABL Guide* clearly indicates an active, purposeful task: "The process of writing involves putting one's ideas on paper in an orderly way to give meaning to a reader" (p. 69). Consequently, the Composition unit of the Kit is designed for direct assessment. For this purpose a number of examples of holistic and analytic rating scales have been included in the Kit; suggestions for using them are included in the follow up part of the unit. (See pp. 115-117.)

Direct assessment of Handwriting and Spelling follows a similar approach. Thus, legibility of printing or script is assessed directly, as a student completes a standard application blank, or writes a letter. A key assessment item for Spelling requires a student to demonstrate a method of learning to spell a new word, or to find one in the dictionary.

Design of the items. Three aims underlie the design of the items:

1) The tasks should provide reasonable motivation for the student. There should be some practical context and purpose for writing.
2) The instructions should elicit a specific response directly related to the skill being assessed. If a sample of opinion writing is required, then the task and directions should focus on that requirement.
3) The items should be adaptable by instructors to local circumstances and contexts.

Construction and selection of items. There are no item banks suitable for direct assessment of adult writing. Many of the items in the Kit, therefore, are either original or are modified from the B.C. Assessment. All items were approved by the review panel and the consultants; a selection were field tested and consequently modified. (See pp. 263-265.)

Mathematics

A scheme, paralleling that of other units in this Kit, has been used to reorganize the skills listed for Mathematics on pages 102 to 124 of Part I of the ABL Guide. This scheme is given on the left hand side of the pages which list the assessment items. Overlapping or similar skills have been combined, while those more closely related to teaching methods have been omitted. Goals and related skills concerning general mathematical problem solving and percentage have been added.

For most skills, two questions are given and wherever possible different approaches have been used. Multiple choice questions are used except in the case of two questions on graphing. This is not the usual format for testing in Mathematics, but it was chosen to maintain parallelism with other sections and to present ease in marking. Most items can be used as direct answer questions, but some will require rewriting in order to provide meaningful questions.

Counting (Skill 20.1.1), because it is the fundamental mathematical skill, is not tested; nor is the use of manipulative aids such as Diens blocks (20.7.1 and 22.2.4). Specific questions for testing the use of the hand held calculator are not included, but suggestions are given under Skills 20.7.2 and 22.2.9.

Questions testing basic operational skills were chosen to do exactly that. No attempt was made to make all questions, or even alternate questions for one skill, equal in difficulty. Word problems attempt to portray situations with which students would be familiar. Further comments about rewriting problems to suit local needs are given in the section on Planning. (See p. 197.)

The estimation of answers is approached in two ways: the determination of an estimated result and the choice of numbers used in calculating and estimating. All measurements used are in metric units. A section testing metric calculations is also included.

Most of the test items were chosen from the item bank maintained by the Ministry of Education. About 40 of the 200 items were written specifically for this project, although many of these closely parallel questions found in workbooks, texts, etc. Some of the questions selected from the item bank were modified either to make them suitable for adult use or to make the number of choices equal. A list of the original sources is given in the bibliography.

Production

The loose leaf format was chosen to facilitate reproduction of item pages for modification and use.

In order to match the type in this Kit for modified or additional items, use IBM 12 pitch courier type.

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AN INVITATION TO INSTRUCTORS

For years we instructors have been seeking a way to measure the literacy skills of our adult students. We've tried standardized tests, we've tried tests other instructors have made, and we've made our own tests. This Kit is an attempt to help us make better tests.

It is a collection of items keyed to the skills in the ABL Guide. From these items we can choose a selection to meet our own assessment needs. Sample test items, checklists or questionnaires on each major skill are included in the following ABL Guide areas and in the same order as they are on Page i and ii of the ABL Guide: Interpersonal, Listening, Speaking, Viewing, Reading, Writing, Spelling, Learning and Mathematics.

Questions have not been included for the sub-skills which lead to the major ones. The ability to syllabicate or recite times tables is important when it adds to reading comprehension or computational skills; these sub-skills are therefore assessed in the more comprehensive reading and math questions. We've made every effort to test the major skills in as direct and practical a way as possible.

We've also included in the Kit an attempt at assessing those most difficult process areas of personal and interpersonal skills, a first attempt at formalizing the resources needed both to teach and assess students.

Where we could not develop truly practical test items, we've included checklists or questionnaires which can be used in various ways.

Above all we've tried to provide a selection of items from which you develop an assessment tool. This Kit, therefore, is not one test but a resource for making many tests. We don't expect that you'll use all the items and we urge you not to attempt to use too many at any one time with any one student.

The items included here have been field tested in a wide range of ABE classrooms around the province. We've revised them according to the reactions we received. The items are as close to valid as we could create with the small ABE population but are not, of course, standardized. Along with whatever means you are presently using, these items can be used to check if students are ready to leave Level II or enter Level III.

We hope that these selected items will serve as a model for your own questions. For example, if a test item refers to potatoes and you teach on the coast, you might want to change the item to salmon; if you teach all women, change 'he' to 'she' and so on. Use this Kit as a starting point to make local assessments.

To make most effective use of the Kit, please read carefully the instructions for each section. We've tried there to eliminate any confusion over our selection of items and the ways in which they can be used.

We see this Assessment Kit as a tool for our use, not as a test we must give. We hope that with the use of this Kit we will all be more able to create assessment tools which will meet our measurement needs and the needs of Level II students.

From the Project Director and the
Instructors on the Project Staff

INTERPERSONAL

INSTRUCTOR GUIDE

Sections about Interpersonal, Listening, Speaking, Viewing and Learning Skills (Problem Solving, Inquiring and Referencing) are included. It is very difficult, at any moment, to take an assessment snapshot of a student demonstrating one of these skills outside the process itself. Measurement of these skills is personal and subjective; there are no right or wrong answers, no fixed standards in these assessments. Informal tools are presented for assessment of students' need or growth.

Seldom are specific classes to teach these skills offered. Instead, they are taught by implication during informal or counseling conversations. Even though these skills are seldom taught formally or explicitly, there is consensus that they are an important component of an ABE program.

There are a number of ways to use these assessments. They could be used to define an individual's need and growth. When a student mentions a problem, select two or three checklists or questionnaires which deal with the stated need. Decide whether the item needs modification. Discuss the points on the checklist with the student. The summary of this discussion will become the basis of a diagnostic assessment from which a growth or remediation program can be designed and implemented. The modified assessment could be used as a post assessment.

These items are suitable as pre and post assessments for a small group. The group would define the points on the checklist, at the same time noting personal strengths and weaknesses, so that the assessment could be a diagnostic and post assessment tool for individual as well as group progress.

This material might be used as lesson plans for workshops dealing with various skills. Several sections offer skeletal outlines for small group workshops to help students define, assess and improve their skills. Checklists, questionnaires, informal evaluation or instructor observation can be used during workshops.

The key to using this Kit is to regard it as a resource from which items can be selected and modified as necessary.

Interpersonal

Potential

Although these skills seldom are approached directly in a classroom, the material included here could provide the basis for workshops on reflective, self evaluation of personal and interpersonal skills. The learning and assessment touch upon emotion laden and sometimes private aspects of a person; this demands respect. However, many students express interest in personal growth. When students express interest in assessment of these skills, and it is established that assessment is personal, not arbitrary, this endeavor can provide very enriching experience.

At the outset, instructor and students can decide which areas of interpersonal skills are to be developed toward what goal, and by what means; i.e., individually, in a group, discussion, project, etc. Once this planning has been accomplished, the instructor can choose appropriate items.

Assessment

The following checklists and inventories require discussion before a student can approach them. The instructor can choose which most closely fit students' expressed needs, and modify for clarity and propriety.

Once the goals are set and checklists are ready, the instructor can discuss and define the items in either a series of workshops or one to one interviews.

Follow Up

The follow up depends upon the expressed needs and goals of the participants. Some students may have set self awareness as a goal whereas others may have expressed a desire to change in another particular area. Assessments must be part of ongoing development. It is hoped that these resources will provide a guide for instructors to help students toward their goals.

1.0 INTERPERSONAL SKILLS

Goal

1.1 To enable basic literacy students to develop strategies for interacting in a variety of social situations and for effective problem solving individually and with others.

Skill

1.1.1 Examining personal goals.

1. Goal Setting Schedule

The purpose of this schedule is to facilitate students' assessment of personal satisfaction with progress toward individual goals.

What changes do you personally feel you want to make on each item below? For each item, check the column that most nearly represents the amount of change you feel you want to make on that item. If you are relatively satisfied with yourself in an area, you should mark the "remain same" answer. Notice that you may choose to increase or decrease certain kinds of behaviors and feelings.

Skill

1.1.1 Cont'd

1. Cont'd

Please check the column for each item to indicate one of the following answers:

	I want to increase markedly	I want to increase somewhat	Remain the same	I want to decrease somewhat	I want to decrease markedly
1) My comfort when a person challenges my opinions					
2) The ease with which I can take part in other types of groups					
3) My understanding of my faults and limitations					
4) The degree to which a group stimulates my mind					
5) My discouragement when my ideas are not accepted					
6) My interest in other people					
7) My self consciousness					
8) My ability to admit I am wrong					
9) My ability to take part in planning and carrying out activities.					
10) My ability to talk with new acquaintances					
11) The number of congenial associations I have with people outside this group					
12) My tendency to oppose ideas different from my own					
13) My understanding of other people's points of view					

Skill

1.1.1 Cont'd

1. Cont'd

	I want to increase markedly	I want to increase somewhat	Remain the same	I want to decrease somewhat	I want to decrease markedly
14) My self control					
15) My ability to make decisions without help from others					
16) My activities with other people					
17) My ability to express myself					
18) My sense of humor					
19) My self confidence and composure on meeting new people					
20) My ability to listen to people, their ideas and their feelings					
21) My ability to attend to and identify my feelings, my subjective reactions					
22) My ability to accurately perceive people, to judge people correctly and effectively					
23) My ability to understand myself, to know who I am at a given time					
24) My ability to express my own feelings					
25) My ability to be sponteneous and creative					
26) My ability to respond to other people's feelings					
27) My ability to relate to others, to have complex, deep interpersonal relationships					

Skill

1.1.1 Cont'd

1. Cont'd

	I want to increase markedly	I want to increase somewhat	Remain the same	I want to decrease somewhat	I want to decrease markedly
28) My ability to make personal decisions					
29) My ability to begin to change in the directions I choose					
30) My ability to communicate effectively with other people					
31) My ability to trust other people					
32) My ability to overcome fears and doubts					
33) My feelings of adequacy					
34) My ability to make lasting commitments					
35) In the spaces below, write the numbers of the three most important goals:					

______________ ______________ ______________

Other goals not mentioned above: ____________________________

____

____

(Developed by Gladys Klassen, Counselling Services, Douglas College.)

2. Achieving Independence Checklist

The following checklist can serve as the basis of a series of informal discussions with one student, or it may be used as a skeletal lesson plan for a series of group discussion workshops.

1) Understand the impact of behavior on others -- how daily behavior affects others.
   a. List ways in which personal behavior affects others, e.g., disturb work, sleep, provide good or bad examples.
   b. List situations in which appropriate behavior is critical, e.g., job interviews, work, school.
   c. Recognize cues from others that behavior is inappropriate, e.g., criticisms, rejection.
   d. Identify ways to correct inappropriate behavior, e.g., ask others for advice, imitate appropriate role models (family members, teachers, close friends).

2) Understand self organization -- take responsibility for organizing one's own life in terms of tasks and commitments to others in relation to the time available to fulfill these.
   a. Plan daily activities.
   b. Identify areas of responsibility in personal life.
   c. Identify reasons for organizing one's responsibilities/ activities.
   d. Describe ways in which personal organization relates to greater independence, e.g., better ability to deal with routine and unexpected responsibilities.

Skill

1.1.1 Cont'd

2. Cont'd

3) Develop goal seeking behavior -- develop positive attitudes toward reaching personal goals and understand one's own values toward developing future goals.
    a. Define a goal.
    b. List personal goals.
    c. Identify characteristics of realistic goals.
    d. Identify appropriate people for assistance with setting goals.
    e. Identify potential barriers to goals.

4) Strive toward self actualization -- develop habits and attitudes necessary for individual growth.
    a. Identify important characteristics for personal growth, e.g., good habits, positive attitudes, perseverance.
    b. List elements necessary for a satisfactory personal life.
    c. Identify sources for continued educational/psychological growth.

(This checklist is adapted from Life Centered Career Education: A Competency Based Approach; ed. Donn E. Brolin; published by The Council for Exceptional Children; 1978; p. 173. From the Competency Rating Scale Manual developed at the University of Missouri-Columbia and supported by Grant No. OEG-0-74-2789, Bureau of Education for the Handicapped. Reproduced with permission of the author and publisher.)

Skill

1.1.2 Examining occupational goals.

1. Selecting & Planning Occupational Choice

The following checklist can serve as the basis for an informal discussion between the instructor and one student or a discussion group. Following the discussion of these items, the checklist can be used as an informal assessment of the level of a student's awareness with regard to selecting and planning for an occupation.

1) Identify major occupational needs. The student should be aware of her personal needs which can be met through employment.
    a. Identify the criteria she would use in selecting an occupation, e.g., salary, type of environment, type of responsibilities.
    b. Relate her needs to a specific occupational environment, e.g., outdoors versus indoors, factory versus community.
    c. Relate her needs to a specific job, e.g., directing others, working alone, having specific responsibilities.
    d. Identify personal/social needs met through work, e.g., acceptance, approval, friendship.
    e. Identify status needs met through work, e.g., standard of living, respect.

2) Identify major occupational interests. The student should be aware of his personal preferences regarding the different occupational groups.
    a. Identify one or more occupations he is interested in pursuing.
    b. Describe the characteristics of that occupation or occupations that enable him to pursue interests.
    c. Describe ways that an occupation relates to future goals.

Skill

1.1.2 Cont'd

1. Cont'd

3) Identify occupational aptitudes. The student should be aware of her own strengths and weaknesses as they relate specifically to her future in the world of work.

   a. Identify different aptitudes necessary in the performance of various jobs, e.g., speed, accuracy, manual dexterity, reading ability.

   b. Identify personal aptitudes, e.g., speed, accuracy, fine motor coordination, eye-hand coordination.

   c. Identify activities which can improve aptitudes necessary for a personally preferred job.

   d. Practice remedial activities.

4) Identify requirements of appropriate and available jobs. The student should be able to understand and identify prerequisite skills and training necessary for available jobs.

   a. List the requirements for jobs of interest.

   b. Determine the extent to which personal qualifications are commensurate with requirements of jobs of interest.

   c. Identify alternatives for occupations for which personal qualifications are not commensurate with identified requirements.

Skill

1.1.2 Cont'd

1. Cont'd

5) Make realistic occupational choices. The student should be able to integrate his knowledge of occupations, specific jobs, and his own assets in a systematic manner to select an appropriate occupation.

   a. Identify one or more jobs of interest.

   b. Obtain specific written information about the above jobs, e.g., qualifications, salary, age.

   c. Obtain observational information about the above jobs through participation, e.g., on site visits, work samples, job tryouts.

   d. Determine whether identified jobs are commensurate with interests, abilities and physical and psychological needs.

(This checklist is adapted from *Life Centered Career Education: A Competency Based Approach*; ed. Donn E. Brolin; 1978; pp. 174-175. From the *Competency Rating Scale Manual* developed at the University of Missouri-Columbia and supported by Grant No. OEG-0-74-2789, Bureau of Education for the Handicapped. Reproduced by permission of the author and publisher.)

Skill

1.1.2 Cont'd

These checklists (Attitude Rating Scale, Personality Rating Scale, and Responsibility and Self Discipline Rating Scale) can be used in a one to one situation with an individual student, or the points on the checklists can be explained and discussed in a group with students individually filling in checklists following the discussion. Follow up will vary according to individual indications of need and desire to change in given areas.

2. Attitude Rating Scale

Note: Related Knowledge. Does the student know...

1) employers seldom express dissatisfaction with the skills of a new employee? Employers are more concerned about the employee's attitudes, such as his or her ability to get along well with supervisors and other employees.
2) more frequently an employee loses his or her job because of poor attitude, lack of motivation, or personality problems?
3) some employers use a Rating Scale as part of an employee's record to help determine an employee's progress and to identify an employee's problem areas?

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Skill

1.1.2 Cont'd

2. Cont'd

	Now and Then A	About Half the Time B	Most of the Time C	All of the Time D
1) Apply myself when given a task.				
2) Receptive to directions and suggestions.				
3) Willing to help others.				
4) Accept responsibility for my actions.				
5) Listen to what others say and appear to understand what they say.				
6) Cheerful and happy.				
7) Believe things can work out okay even if they are not going as I would like.				
8) Accept criticism without pouting or getting angry.				
9) Respect and am concerned about the rights and feelings of others.				
10) Concerned about being appropriately dressed.				
11) Fair in competitive situations.				
12) Desire to improve my study and work skills.				
13) Express opinions and ideas in an acceptable and constructive manner.				
14) Respect the value and need for rules.				
15) Trust others.				

Skill

1.1.2 Cont'd

2. Cont'd

	Now and Then A	About Half the Time B	Most of the Time C	All of the Time D
16) Initiative and ambitious to achieve.				
17) Honest and trustworthy.				
18) Try to be pleasant with others even when out of sorts and things aren't going well.				
19) Cooperative attitude.				
20) Willing to share knowledge and materials in a group situation.				

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Skill

1.1.2 Cont'd

3. **Personality Rating Scale**

This scale is useful to note personality traits and behaviors that indicate whether a student should be able to adjust and succeed in school or work situations and to identify those where change would be useful.

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Skill

1.1.2 Cont'd

3. Cont'd

	Now and Then A	About Half the Time B	Most of the Time C	All of the Time D
1) Show respect and concern for others.				
2) Show respect and concern for the property of others.				
3) Willing to help others.				
4) Get along with most people.				
5) Have a good sense of humor.				
6) Get along well with teachers and other adults in an instructional or directional role.				
7) Make friends easily.				
8) Identify and accept praise from others appropriately.				
9) Consider how others may react before saying something.				
10) Fair in competitive situations such as playing a sport.				
11) Hold back from troublemaking activities such as teasing and gossiping.				
12) Accept and adjust to changes.				
13) Control my temper.				
14) Continue at a task even if experiencing some frustration.				
15) Recognize my weaknesses and attempt to correct or adjust to them.				

Skill

1.1.2 Cont'd

3. Cont'd

16) Am a good loser.
17) Can disagree without being unpleasant.
18) Accept criticism in an appropriate manner.
19) Willing to try a new task or skill.
20) Demonstrate through reaction and behavior that I feel good about myself.

Now and Then A	About Half the Time B	Most of the Time C	All of the Time D

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Skill

1.1.2 Cont'd

4. Responsibility and Self Discipline Rating Scale

Use this scale to note the responsibility and self discipline traits that indicate whether a student should be able to adjust and succeed in school or work situations and to help identify traits that may be changed to facilitate success in school or at work.

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pp. 258-S258

Skill

1.1.2 Cont'd

. 4. Cont'd

	Now and Then A	About Half the Time B	Most of the Time C	All of the Time D
1) Dress appropriately for different activities.				
2) Can be trusted with money and items of value.				
3) Arrive at the right place at the right time.				
4) Finish work assignments on time.				
5) Exercise safety precautions.				
6) See things which need to be done and do them.				
7) Work at a task until it is completed or until it is the appropriate time to stop.				
8) Have a good attendance record.				
9) Try to avoid keeping others from doing their work.				
10) Accept responsibility for learning new skills in order to improve my work.				
11) Keep my word.				
12) Practice good health habits to have good attendance and do a better job.				
13) Work without the help of others.				
14) Check work for accuracy and correct it, if necessary.				
15) Obtain and arrange materials needed to perform a task.				

Skill

1.1.2 Cont'd

4. Cont'd

	Now and Then	About Half the Time	Most of the Time	All of the Time
16) Clean work area and return equipment to the appropriate place.				
17) Remain at a task even when distractions are present.				
18) Return to work immediately after a temporary interruption.				
19) Willing to perform a task that must be done, even if it is difficult or unpleasant.				
20) Adjust well to new methods, plans, and schedules.				

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Skill

1.1.2 Cont'd

5. **Sample Job Interview Questionnaire**

The following questionnaire can be used as a mock job interview in order to increase students' awareness of questions asked in interviews, a checklist for a student preparing for an interview or a model for a simulated interview.

Once the student has had the opportunity to think about answers to these questions through filling out this questionnaire, he may want further practice by answering these same questions in a role playing situation.

EXPLAIN THE FOLLOWING TO STUDENTS: When you go for a job interview there may be many things the interviewer will want to know about you. You can make a better impression in the interview if you know some of the questions you may be asked and you have thought about how you will answer them.

The following questions are frequently asked in job interviews. Read each question and make notes as to how you would answer each question in an interview.

1) How did you hear or learn about the job?

2) Why do you think you would like to work for our company?

3) What do you think you would have to offer our company?

4) Why do you think you qualify for the job?

5) What do you see as your main strengths?

6) What do you see as your main weaknesses?

7) Why did you leave your last job?

8) What do you hope to be doing 5 years from now?

Skill

1.1.2 Cont'd

5. Cont'd

9) What work experience have you had?

10) Would you accept temporary work?

11) Would you be willing to work weekends? At night? Overtime if needed?

12) What was the highest grade you completed in school?

13) How do you feel your grades were in school?

14) How was your school attendance?

15) How do you feel you got along with your teachers?

16) How do you feel you got along with other students?

17) What subjects did you enjoy in school?

18) Do you plan to continue your education? If yes, how and when?

19) What are your interests or hobbies?

20) How would you be traveling to work?

21) When would you be able to start work?

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Skill

1.1.3 Examining leisure goals.

1. Using Recreation and Leisure Time

The following checklist can be used as the basis of a series of informal discussions with an individual student or as the outline for a series of group discussions on leisure activities. Following the discussions this checklist could be used as an informal assessment.

1) Participate actively in group activities. The student should be aware of and utilize recreational resources, particularly involving group participation.

   a. Demonstrate competence in basic skills.

   b. Identify reasons for participating in group activities.

   c. Demonstrate knowledge of the rules of several activities.

   d. Demonstrate good sportsmanship.

   e. Demonstrate proper care of equipment.

2) Know activities and available community resources. The student should be aware of basic public and private recreational resources in the community.

   a. List activities available through both public and private community resources.

   b. Identify activities appropriate to the different seasons of the year.

   c. List the physical and/or financial requirements of common recreational activities.

   d. Participate in recreational activities outside the home.

Skill

1.1.3 Cont'd

1. Cont'd

   3) Understand recreational values. The student should be aware of the goal of nonwork activities in both physical and mental health.

      a. Differentiate between leisure and work time.

      b. List ways in which recreation affects both physical and mental health, e.g., maintains physical fitness, provides for emotional relaxation.

      c. List personal leisure time requirements, e.g., the need for physical activity as a result of sedentary employment.

      d. Describe appropriate personal leisure activities.

   4) Use recreational facilities in the community. The student should demonstrate the ability to make use of commonly available community recreational facilities.

      a. Utilize recreational facilities and equipment in the community.

      b. Arrange transportation to recreational facilities.

Skill

1.1.3 Cont'd

1. Cont'd

5) Plan and choose activities wisely. The student should be able to choose and plan leisure activities with regard to personal needs, interests, and finances.

   a. List enjoyable activities.

   b. Differentiate between activities according to cost, time, and location.

   c. Differentiate between activities done individually, small or large groups.

   d. Develop an individual plan of leisure activities.

6) Plan vacations. The student should be able to plan the use of extended periods of leisure time.

   a. Identify financial considerations involved in planning a vacation.

   b. List time considerations involved in planning a vacation.

   c. List possible vacation activities.

   d. List resources available for help with making vacation plans.

   e. Describe a proposed vacation plan.

(This checklist is adapted from Life Centered Career Education: A Competency Based Approach; ed. Donn E. Brolin; published by The Council for Exceptional Children; 1978; p. 171. From the Competency Rating Scale Manual developed at the University of Missouri-Columbia and supported by Grant No. OEG-0-74-2789, Bureau of Education for the Handicapped. Reproduced by permission of the author and publisher.)

Skill

1.1.4 Improving role performance as a parent/spouse/friend.

1. Communication Questionnaire

The following questionnaire may be used as a self assessment tool for students to gain awareness of which roles cause comfort or discomfort in various situations. Discussion and examples of each point would be helpful before the student fills out the questionnaire.

The follow up to this questionnaire will vary from student to student according to the indications of change or growth emerging from the questionnaire.

Look at each situation. Check off those persons with whom you are able to function with comfort in the stated situation.

Situation	spouse	parent	child	friend	neighbor	instructor	employer	stranger
1) Refuse a request to borrow something you value (homework, car, money)								
2) Resist pressure to do what other person wants you to do								
3) Refuse a request for a date/meeting								
4) Resist a request for attention when you are not interested								
5) Ask a favor or special permission								
6) Ask for a raise/money								
7) Request a date/meeting								

Skill

1.1.4 Cont'd

1. Cont'd

	spouse	parent	child	friend	neighbor	instructor	employer	stranger
8) Request expected service that isn't offered (store, hotel, Dr.)								
9) Request the return of borrowed items								
10) Give a compliment								
11) Apologize when you are incorrect								
12) Admit emotions (fear, uneasiness, happiness)								
13) Express anger								
14) Tell someone some good news about self								
15) Receive compliments								
16) Express an opinion that differs from the other person's opinion								
17) Continue to converse with someone who disagrees								
18) Discuss openly with a person who is criticizing your work/behavior								
19) Discuss openly with a person your criticism of her work or behavior								

Skill

1.1.4 Cont'd

1. Cont'd

	spouse	parent	child	friend	neighbor	instructor	employer	stranger
20) Tell a person that something he does bothers you								
21) Acknowledge the other person's feelings (fear, uneasiness, happiness)								
22) Acknowledge the other person's anger								
23) Admit confusion and ask for clarification								

(Designed by Gladys Klassen,
Counselling Services,
Douglas College.)

Skill

1.1.4 Cont'd

2. Self Confidence, Social Responsibility and Interpersonal Skills Checklist

Because this checklist touches on some very private feelings, students might feel most comfortable discussing these aspects of themselves on a one to one basis with the instructor. However, it could also serve as the outline of a productive series of workshops with a small group where trust and openness prevail.

The follow up to this would depend on which aspects individuals noted as potential growth areas.

A. ACQUIRING SELF CONFIDENCE

1) Express feelings of worth. The student should be able to tell the areas in which he is adequate and in which he is worthwhile.

   a. List positive physical and psychological attributes.

   b. Express ways in which positive attributes make him feel good.

   c. List characteristics necessary to feel good about oneself.

   d. Describe ways in which the action of others affects one's feelings of worth.

Skill

1.1.4 Cont'd

2. Cont'd

2) Tell how others see him. The student should be able to identify the basic impressions he makes on others.

   a. List potential reactions of others to oneself.

   b. Construct a personal view of how others see oneself.

   c. Describe the relationship between own behaviors and other's reactions.

   d. Demonstrate awareness of individual difference in others.

3) Accept praise. The student should be able to recognize and accept praise from others.

   a. Identify statements of praise in everyday activities.

   b. List appropriate and inappropriate responses to praise.

   c. Respond to praise statements by others.

   d. List the effects of praise on oneself.

Skill

1.1.4 Cont'd

2. Cont'd

4) Accept criticism. The student should be able to accept criticism and/or rejection. It is especially important that the student be able to continue in a situation in the face of criticism or rejection.

   a. Identify critical and/or rejecting types of statements.

   b. List appropriate ways to respond to criticism and/or rejection.

   c. Respond appropriately to critical statements.

   d. List the positive and negative effects of criticism on self.

5) Develop confidence in self. The student should be able to focus on the positive characteristics he possesses in order to develop self confidence.

   a. Identify positive characteristics of oneself in a variety of areas, e.g., school, work, recreation.

   b. List appropriate ways to express confidence in oneself.

   c. Make positive statements about oneself.

   d. Identify potential reactions of others to expressions of self confidence.

Skill

1.1.4 Cont'd

2. Cont'd

B. ACHIEVING SOCIALLY RESPONSIBLE BEHAVIOR

6) Know character traits needed for acceptance. The student should be aware of individual characteristics that promote and hinder acceptance.

   a. Identify own acceptable character traits.

   b. Identify acceptable character traits in others.

   c. List character traits necessary for acceptance in various situations.

   d. List different character traits that inhibit acceptance.

7) Know proper behavior in public places. The student should be aware of appropriate behavior for common public settings.

   a. Identify reasons for appropriate behavior in public places.

   b. Identify appropriate behavior when using transportation facilities.

   c. Identify appropriate behavior when using eating facilities.

   d. Identify appropriate behavior when using recreational facilities.

Skill

1.1.4 Cont'd

2. Cont'd

8) Develop respect for the rights and properties of others. The student should be aware of the rights of private ownership and should know appropriate behavior when dealing with the property of others.

   a. Identify personal and property rights of others, e.g., freedom from physical injury, control of personal property.

   b. Identify reasons for respecting the rights and property of others.

   c. Demonstrate respect for other persons and their property, e.g., talking in turn, appropriate care of borrowed items.

   d. List appropriate situations and procedures for borrowing the property of others.

9) Recognize personal roles. The student should be aware of his roles in common situations, e.g., home, school, work, recreation.

   a. Identify current roles, e.g., adult, student, worker.

   b. Identify possible future roles, e.g., spouse, parent, worker.

   c. List roles of significant others, e.g., children, teachers, employers.

   d. Describe rights and obligations involved in personal roles as they interact with the roles of others, e.g., teacher instructs and makes assignments while students gain knowledge and complete tasks.

Skill

1.1.4 Cont'd

2. Cont'd

C. MAINTAINING GOOD INTERPERSONAL SKILLS

10) Know how to listen and respond. The student should know when and how to listen to others, as well as appropriate responses to others in common verbal situations.

   a. Identify proper listening techniques, e.g., look at the speaker, wait for the speaker to finish.

   b. Demonstrate appropriate listening techniques.

   c. Identify positive outcomes of listening appropriately, e.g., gain information, demonstration of respect for others.

   d. Identify negative aspects of listening inappropriately, e.g., others may not speak, or may not be candid when speaking.

11) Know how to make and maintain friendships. The student should be aware of the qualities she would like to have in a friend and recognize the rights and responsibilities involved in friendships.

   a. Identify necessary components of a friendship.

   b. List personal considerations in choosing a friend.

   c. List the rights and responsibilities involved in friendships.

   d. List activities that can be shared with friends.

Skill

1.1.4 Cont'd

2. Cont'd

12) Know how to establish close relationships. The student should recognize the characteristics of intimate friendships, including acceptance and responsibilities.

   a. List characteristics of close relationships, e.g., trust, acceptability, openness.

   b. List different types of close relationships, e.g., parent-child, husband-wife, best friends.

   c. Recognize and respond to intimate feelings of others.

   d. Identify persons with whom he could establish a close relationship.

(This checklist is adapted from Life Centered Career Education: A Competency Based Approach; ed. Donn E. Brolin; published by The Council for Exceptional Children; 1978; pp. 172-173. From the Competency Rating Scale Manual developed at the University of Missouri-Columbia and supported by Grant No. OEG-0-74-2789, Bureau of Education for the Handicapped. Reproduced by permission of the author and publisher.)

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Skill

1.1.5 Improving role performance as a citizen.

1. Engaging in Civic Activities Checklist

The following checklist could serve as a basic outline for a series of workshops on civics.

1) Generally understand local laws and government. The student should have a basic understanding of local laws and governmental structure.

    a. List and describe basic categories of local laws, e.g., person, property, traffic.

    b. Identify consequences of violating laws.

    c. List basic reasons for government and laws.

    d. Describe the roles and duties of local officials.

2) Generally understand federal government. The student should have a basic understanding of the structure and purpose of federal government.

    a. Define the purpose of government.

    b. Generally define democracy and representative government.

Skill

1.1.5 Cont'd

1. Cont'd

3) Understand citizenship rights and responsibilities. The student should be aware of basic civil rights and responsibilities.

   a. List basic civil rights, e.g., equal opportunity in employment, education, protection by the law.

   b. Identify various community services available to citizens, e.g., police protection, public health.

   c. List major responsibilities of citizens, e.g., voting, paying taxes, observing laws.

4) Understand registration and voting procedures. The student should be aware of basic registration and voting procedures, as well as knowing the basic time deadlines for these procedures as they relate to major elections.

   a. Identify voting requirements and procedures.

   b. Identify the importance of being an informed voter.

   c. List the dates for basic elections and the procedures for registration.

   d. Identify sources which inform the voter about election issues.

Skill

1.1.5 Cont'd

1. Cont'd

5) Understand rights and responsibilities when questioned by the law. The student should be aware of her responsibility as well as sources of assistance.

   a. List basic rights when being questioned by law enforcement officials.

   b. Identify resources where one can acquire legal aid.

   c. Identify obligations when being questioned by law enforcement officials.

   d. Describe the basic court system and its procedures.

6) Identify community self help organizations and community resource agencies. The student should be able to identify and use community self help and resource agencies.

   a. Name and locate phone number or address of Federal Government resources; i.e., CEIC, Unemployment Insurance, etc., in the community.

   b. Name and locate phone number or address of Provincial Government resources; i.e. Dept. of Human Resources, Rentalsman, Legal Aid, etc. in the community.

   c. Name and locate phone number or address of community self-help groups; i.e. Transition Houses, Alcoholic Anonymous, Welfare Rights, Rape Relief, etc. in the community.

   d. The students should be able to demonstrate that they know how to approach any of the above bodies for help by role playing a particular situation with the instructor.

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Skill

1.1.6 Interpersonal skills (general).

1. General Life Skills Survey

The following questionnaire is a general life skills survey. Upon completion it may be useful as a focal point of discussion between student and instructor to determine general areas of strength and weakness.

Read over each item and place a check (✓) mark in one of the spaces at the right hand side of the page. You have to read the words at the top of the page to tell if your answer makes sense. Your instructor can help you. Go ahead and feel free to describe your own situations and to code them.

Go ahead now, and fill out the checklist. At the end of the checklist is one way to analyze your responses.

Skill

1.1.6 Cont'd

1. Cont'd

THE LIFE SKILLS CHECKLIST

Code	Situation	I have the skill	I do not have the skill
S. 1.	You are late for work. The boss is mad and tells you that you don't do a lot of things right. You do not want to lose your job. You know what to do and you do it.		
F. 2.	You fight with your wife and you know she is right. You know what to do and you do it.		
L. 3.	You and a friend are having a beer. You know you should go home. He coaxes you to have "one more for the road". You know what to do and you do it.		
C. 4.	You visit strange towns without money or friends. You want help. You know what to do and you do it.		
J. 5.	You have just had a chance for a good job. The boss asks you for references. You know what to do and you do it.		

Skill

1.1.6 Cont'd

1. Cont'd

Code	Situation	I have the skill	I do not have the skill
S. 6.	You helped a friend fix his house. He compliments you and says nice things about you. You are embarrassed. You know what to do and you do it.		
F. 7.	Your marriage is not working out. You fight all the time and feel it is best to separate for awhile. You know what to do and you do it.		
L. 8.	You want to meet new people but you don't want to get into any trouble. You know where to go, what to do and you do it.		
C. 9.	You are in a pub when a fight breaks out at the next table. You try to stop it. You are arrested. You know what to do and you do it.		
J.. 10.	You want a job. Canada Manpower tells you there are no jobs available. You decide to find that out for yourself. You know what to do and you do it.		
S. 11.	Your friend does some little things that annoys you. It annoys others too. You think he would stop it if he knew it bothered people. You decide to tell him about it. You know what to say and you say it.		

Skill

1.1.6 Cont'd

1. Cont'd

Code	Situation	I have the skill	I do not have the skill
F. 12.	You are (or know) an unmarried mother. You (or your friend) need help supporting the child. You know where to get help and you ask for it.		
L. 13.	You want to find something fun to do but everything you think of seems to need money. You decide there must be some interesting things to do without money. You know what to do and you do it.		
C. 14.	You can't find your wallet. You think someone stole it. You want the police to start an investigation. You know what to do and you do it.		
J. 15.	You feel your boss has treated you unfairly. You want to talk to him about it but don't want to lose your job. You know what to do and you do it.		
S. 16.	You have been asked to make a speech at a community club meeting. You know how to plan a speech and you give it.		

Skill

1.1.6 Cont'd

1. Cont'd

Code	Situation	I have the skill	I do not have the skill
F. 17.	You are having trouble making ends meet from one pay day to the next. You always seem to run out of money three days before you get paid. You know how to plan a budget and you stick to it.		
L. 18.	You like to play poker once in awhile but don't have the money to play often. You can plan when to play, and how much to spend and you stick to your plan.		
C. 19.	You want to make a motion at a meeting. You know what to do and you do it.		
J. 20.	You don't like your job. You want to quit but don't want to spoil your chances for another job. You know what to do and you do it.		
S. 21.	You think you (or a friend you know) may have a drinking problem. You try to quit drinking but always weaken. You know where to get help and you go there.		

Skill

1.1.6 Cont'd

1. Cont'd

Code	Situation	I have the skill	I do not have the skill
F. 22.	You have children to support. You do not have a husband (wife) to help you. No one understands your problems. You know where you go to find help from others with the same problems and go there.		
L. 23.	You know how to make friends and you keep them.		
C. 24.	You have been charged with an offense you didn't do. You need legal help. You know what to do and you do it.		
J. 25.	You apply for a job. There are many forms to fill in. You know what to do and you do it.		
S. 26.	You've lost a job; you owe money; your wife says you drink too much, and your child is sick. Problems keep piling up. You know what to do and you do it.		
F. 27.	You know how to shop wisely and get the best value for your money. You stick to your plans to shop wisely without buying things you don't really need.		

Skill

1.1.6 Cont'd

1. Cont'd

Code	Situation	I have the skill	I do not have the skill
L. 28.	Friends drop into your house every evening for a drink. You would like to have some time with your family or to do other things. You know what to do and you do it.		
C. 29.	Your neighbor's house burned down, you want to organize a community project to help them. You know what to do and you do it.		
J. 30.	You have a job you like but there are other employees you can't stand and you have to work with them. You know what to do and you do it.		
S. 31.	You wait for a bus in the bus depot. A man makes a pass at you (another man). You know what to do and you do it.		
F. 32.	You and your husband (or wife) have all the children you think you can support. You don't want any more babies. You know what to do and you do it.		
L. 33.	You want to start a hobby (painting, writing, buiding a boat, gourmet cooking). You know how to get started and you do it.		

Skill

1.1.6 Cont'd

1. Cont'd

Code	Situation	I have the skill	I do not have the skill
C. 34.	You have to organize a party. You need a liquor license. You know where to get one and you get it.		
J. 35.	You have to speak to a union meeting. You know what to do and you do it.		
S. 36.	You have tried some drugs and find you want more. You might get "hooked". You know where to get help and you get it.		
F. 37.	Your child is not doing well at school and he is getting into trouble in the community. You wonder what is upsetting him. You know how to find out and you help him.		
L. 38.	Your teenagers complain about nothing to do and not enough money to spend. You want to help them have fun that won't cost money. You know what to do and you do it.		
C. 39.	You would like to join a group to take part in sports, the arts or other recreational activities. You know where to go to find out about clubs, how to join them and you do it.		

Skill

1.1.6 Cont'd

1. Cont'd

Code	Situation	I have the skill	I do not have the skill
J. 40.	You have a new job. You want to look your best but haven't had much experience shopping for clothes. You haven't much money but want to get clothes that are in style. You know what to do and you do it.		
S. 41.	You have a problem and you ask for help. The person you ask for help is blunter than you expected him to be. You handle the comments he makes.		
F. 42.	You live in a rented house that needs fixing. Your landlord keeps putting you off. You know what to do and you do it.		
L. 43.	You have too much time on your hands. You decide to do something about it. You know what to do and you do it.		
C. 44.	You have nosey neighbors and are sick of their gossiping. You know what to do and you do it.		
J. 45.	You have a hobby you really like. You'd like to get a job that was as interesting. You decide to to find out about different jobs You know what to do and you do it.		

Skill

1.1.6 Cont'd

1. Cont'd

Code	Situation	I have the skill	I do not have the skill
S. 46.	You know what you want to do with your life. You have goals you think you can reach. You know what to do and you do it.		
F. 47.	You know what you would like for your family. You know how to go about getting it and you do it.		
L. 48.	You know what you want to do in your leisure time. You can plan it and do it.		
C. 49.	You like the community you live in and want to help keep it a good place for your family to live in. You know what to do and you do it.		
J. 50.	You know of a job you want. You know how to apply and you do it.		
Code your own	Fill in your own situation.		

Skill

1.1.6 Cont'd

1. Cont'd

Now that you have done the list, look at the left hand side of the page. You will see that each item has a letter in front of it.

S means self;
F means family;
L means leisure;
J means job;
C means community.

Your instructor can tell you more about that. Ask her.

1) Count the number of "S questions" for which you have checked "I have the skill" and the number for which you have checked "I do not have the skill". Put those numbers in the Life Skills Tally.

2) Do the same with the questions marked F, L, J, and C.

	Answered	
	I have that skill	I do not have that skill
S questions		
F questions		
L questions		
J questions		
C questions		

(From The Life Skills Coaching Manual, published by Saskatchewan Newstart Inc. for Training Research and Development Station, Box 1565, Prince Albert, Saskatchewan, S6V 5T2; 1973; pp. 46-53.)

LISTENING

Listening Skills

Planning

First, decide what purpose is to be met; then, select and modify items to suit the purpose. Group workshops on listening skills enable students to explore and practice their own listening skills, discuss progress among themselves and with the instructor, and allow the instructor to assess individual students' skills within a group. Or, select assessment items to respond to an individual student.

Doing

The checklists are not suitable simply to hand to a student. The lists require modification to suit particular needs, then explanation and discussion. The checklists are useful as:

- pre and post assessment tools with a practical remediation program in between.
- a self awareness, growth exercise for an individual.
- part of a group discussion process.

Some items in this section can be used as is or can serve as models to assess specific listening skills such as remembering a sequence of ideas (2.1.5) or following oral direction (2.1.4), etc.

Follow Up

The follow up will flow naturally from the item and its use. For instance the follow up for pre and post assessment will depend on the student's achievement level.

2.0 LISTENING SKILLS

Goal

2.1 To help adults become effective listeners in a variety of situations which they are likely to encounter.

Skill

2.1.1 General Skill -- Identifying the components in being an effective listener.

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Good listening skills obviously require good auditory discrimination. However, a student with no hearing loss may have listening problems due to other factors, such as --

a. a low level of vocabulary comprehension.

b. emotional conflict with which the student is preoccupied.

c. the inability to tune out extraneous noise and to concentrate.

d. fatigue or lack of vitality due to poor health.

e. poor auditory training in developing good listening skills.

f. lack of interest or motivation.

g. lack of clear, accurate and complete information or direction on the part of the speaker.

h. an unusual or hard to understand accent on the part of the speaker.

1. Characteristics of an effective listener.

This questionnaire might serve as the basis for a group workshop dealing with requirements for good listening. Each point can be discussed or role played. Following the workshop, students with instructor, could use the checklist individually as an assessment tool.

1. He listens carefully to understand what is meant, rather than preparing himself to contradict what is being said.

2. She realizes that she must look behind the simple meaning of words that are being used. She must observe the tone of the voice, the facial expressions and the overall behavior of the speaker.

3. He is careful not to interpret too quickly. He tries to put himself in the shoes of the speaker to try to obtain his perspective. He tries to understand the speaker's feelings.

4. She attempts to put aside her own views and opinions and to keep an open mind. This means that she must avoid listening to herself respond to the speaker in her subconscious.

5. He remains patient because he knows that listening is faster than speaking. He tries not to get ahead of the speaker. While the average speaker says about 125 words a minute, he can listen to about 400 words a minute. It is easy to jump ahead of the speaker and attempt to guess what he is going to say. The effective listener will give the speaker time to tell his story.

6. He does not prepare an answer while he listens. He wants to obtain the whole story before he decides what to say in return. Often the speaker waits until his last sentence to make his most important point and the good listener must wait.

7. She shows interest in the speaker and what he is saying. This encourages the speaker, increases his confidence and helps improve his performance.

Skill

2.1.1 Cont'd

1. Cont'd

8. She does not interrupt, except to obtain more information or to get clarification. She does not try to trap the speaker.

9. She does not quibble about the language the speaker uses, but attempts to understand what is meant.

10. She looks for areas of agreement with the speaker rather than weak points.

11. If he is in a conference, he listens to all speakers and tries to understand all points of view.

12. In discussion where there is some difficulty in understanding what is being said, he attempts to summarize the speakers's points before responding to them. Not until his interpretation of the points has been made acceptable to the other, does he attempt to present his own views.

(Developed by Chris Zak, Instructor, Gladstone Secondary School, Vancouver, B.C.)

2. Objectives for Listening

The instructor might use these points in informal assessment discussion with an individual or a group.

In each situation where listening matters, you should:

1. Set a personally meaningful listening goal.
2. Explain how your listening goal is appropriate for you.
3. State two specific influences that your frame of reference could have on your listening in this situation.
4. Choose three listening procedures which will enable you to accomplish your listening goal for this situation.
5. Explain how each chosen procedure will enable you to accomplish your stated goal.

Skill

2.1.2 Demonstrating attentiveness.

1. Instructor observation is an effective assessment.

2. Listening Skills Rating Scale.

The following rating scale may be used with the instructor or by the student as an assessment of listening ability. Definition of each item can be discussed individually or in a group.

	Now and Then	About Half the Time	Most of the Time	All of the Time
1. Push worries, fears and problems away when listening.				
2. Tune out noises and other distractions				
3. Show interest in what the speaker is saying.				
4. Try not to let feelings toward the speaker, subject and occasion interfere with listening.				
5. Do not try to talk and listen at the same time.				
6. Put self in the speaker's position.				
7. Maintain eye contact with speaker.				
8. Do not annoy or distract the speaker.				
9. Focus attention on what the speaker is saying.				

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Skill

2.1.2 Cont'd

2. Cont'd

	Now and Then	About Half the Time	Most of the Time	All of the Time
10. Give the speaker time to say what she has to say.				
11. Wait until all the facts are in before arguing or making judgments.				
12. Avoid getting angry with what the speaker is saying.				
13. Listen to how things are said.				
14.Listen for what is not said.				
15. Do not classify speaker and then fit everything said into what makes sense coming from that type person.				
16. React to ideas, not the person's personality or looks.				
17. Can shift attention among speakers.				
18. Identify subtleties in speakers's ideas and feelings from gestures, facial expressions, posture, and so forth.				
19. Understand and respond to survival words used in emergency situations.				
20. Try to understand different dialects, accents and other unique speech patterns.				

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Skill

2.1.3 Differentiating between statements and questions.

1. Through observation and informal assessment, the instructor should be able to see that students are able to differentiate between a statement and a question being asked of them.

2.1.4 Following instructions and directions.

1. Follows a Series of Oral Directions without Asking for Repetition

The following exercises are given as models for items to determine whether students can follow oral directions.

A. Give each student a pencil and sheet of paper, and say:

> I'm going to tell you several things to do with this pencil and paper. Listen carefully while I am giving the directions for the different things you are to do. Do NOT begin until I have given the directions and tell you to begin.
>
> First, write your last name in the upper right corner of the paper. Write your age in the center of the paper. In the lower left corner of the paper, write the first letter of the alphabet. Write the last letter of the alphabet in the lower right corner. Begin now and turn your paper over when you have finished.

B. Hide an object in the room and write at least five directions for finding the object. Say:

> I have hidden an object in the room that I want you to find. I am going to give you several directions to find the object. Listen carefully while I am giving the directions. Do not begin to look for the object until I have given the directions and tell you to begin.

Skill

2.1.5 Comprehending literal references with regard to main idea, details, sequence, cause and effect, and irrelevant details.

1. Recognizes Main Idea

Ask students to identify main idea from a tape recorded passage.

Or use the following type item, read aloud.

Listen to the following selection about the common cold:

While relief from the pain and fever that go with a cold is possible, immunity to this common ailment has yet to become a guarantee. So far there is no known drug or "old wives' remedy" that can keep a cold from running its course through the nose, throat and lungs. Since viruses are the only real factors in catching a cold, avoiding chilling temperatures and dampness will not stop a cold. The common cold remains an unsolved medical mystery.

Which sentence best states the main idea?

1. Colds are caused by viruses.
*2. There is no way to prevent or cure a cold.
3. Colds invade the nose, throat and lungs.
4. People in medicine like to solve mysteries.

2. Identifies Significant Details

The following kind of selection may be used to determine whether the student can comprehend the significant details of a spoken passage.

Listen to the following selection about middle names.

Most people have a middle name tucked in between their more well known first and last name. Except in the few cases where people drop their first name in favor of their middle name, middle names are seldom revealed. Middle names serve minor purposes. Some middle names are symbols of respect to relatives. In Russia, for example, a middle name consists of the father's

2. Cont'd

first name with a suffix added. In some areas, such as Scotland, the mother's maiden name becomes the middle name. Most middle names are useful for identification purposes. In fact some people possess an initial that does not stand for any particular name in order to provide the necessary middle initial on official documents or forms.

Which of the following statements is not mentioned in the selection?

1. Middle names are seldom revealed.
*2. Middle names were not originated until the 17th century.
3. Some middle names are symbols of respect.
4. A few people use their middle names rather than their first names.

3. Remembers a Sequence of Ideas

The following exercise may help the instructor determine whether the student can remember a sequence of ideas.

Listen to the following selection about dealing with brake failure:

In case of brake failure when driving, quick action must follow. The first step is to pump the brake pedal; sometimes the brake pressure will come back. If not, use the parking brake. Then shift into a lower gear if the car has a manual transmission or into a lower range if the car has an automatic transmission. The drag of the engine will slow the car down. If the first three steps fail, sideswipe an object, such as a guardrail or a curb. This is a last resort in order to prevent a more damaging head-on collision with another car or object.

Which of the following steps comes first?

1. Shifting into a lower gear or range.
2. Sideswiping an object to prevent a head-on collision.
*3. Using the parking brake.
4. Calling the police to report an accident.

Skill

2.1.5 Cont'd

4. Recognizes Cause and Effect Relationships

The following selection may be used to help in determining whether a student recognizes cause and effect relationships while listening to a passage.

Listen to the following selection about skin pigment:

Every person's skin has calls called melanocytes. These cells produce a dark pigment called melanin. The amount of melanin in the skin determines skin color. Melanin is useful because it soaks up the harmful rays of the sun. When a person stays in the sun, the melanocytes increase production of melanin. Dark-skinned people who already have a lot of melanin in their skin can stay in the sun for a long time and will get a deep tan. People who have light skin must build up amounts of melanin gradually by staying in the sun for short periods of time or they will suffer a sunburn rather than a tan.

Why do some people become sunburned?

1. They are redheads.
2. They don't stay in the sun long enough.
3. They don't use suntan lotion.

*4. Their light skin does not have enough melanin to protect it when first exposed to the sun's rays.

5. Recognizes Irrelevant Information

The following selection may be used by the instructor to determine whether a student is able to listen for and recognize irrelevant information.

Listen to the following selection about dreaming:

People who say they never or rarely dream simply do not remember their dreams very well. In the 1950's, investigators at the University of Chicago discovered that everyone dreams every night.

Skill

2.1.5 Cont'd

5. Cont'd

These sleep researchers observed that from time to time during sleep, people's eyes would move rapidly back and forth under closed eyelids. When awakened during such rapid eye movements, each person said that he or she had been dreaming. The longest recorded period of time that a person has gone without sleep is 18 days and 17 hours. Further research showed that people usually dream four or five times during the night. Each dream occurs about every 90 minutes. As the night continues, each dream becomes longer.

Which of the following statements does not belong in the selection?

1. Everyone dreams every night.
*2. A person went without sleep for 18 days and 17 hours.
3. People dream four or five times during the night.
4. People's eyes move rapidly back and forth when they are dreaming.

2.1.6 Making inferences and drawing conclusions.

1. Recognizes Speaker's Implication

This type item can be used to determine whether a student can recognize the speaker's implication in a spoken passage.

Listen to the following selection about the vastness of outer space:

Earth is only one member of a planetary system that includes nine planets, their moons and a ruling sun. This system is only a tiny speck in the Milky Way galaxy. The Milky Way, which contains 100 billion stars, is only a minute part of the entire universe. Throughout the universe there are countless billions of other galaxies. The number of stars within a galaxy may vary from a few hundred million to a trillion. Most of these stars will have their own planetary system. The vastness of the universe makes it difficult to gather information about faraway planets, but the sheer size of the universe makes it very probable that the Earth is not unique.

Skill

2.1.6 Cont'd

1. Cont'd

What is the speaker implying in this selection:

1. The Milky Way contains 100 billion stars.
2. Every planet in other galaxies has a civilization.
*3. Life most probably exists on some other planets.
4. All stars have planetary systems.

2. Draws Conclusions

Items of this kind can be used by instructors to determine whether a student draws conclusions from a spoken passage.

Listen to the following selection about choosing a career:

Choosing a career will probably be one of the most important decisions of your life. One of the first steps in choosing a career is getting to know yourself better. Many books have been published to help guide you through these steps. Once you have examined your personality traits and interests, see how they fit into particular careers. You can talk to your guidance counselor or visit your library for information about all career areas. You may also wish to talk to people who work in various careers or visit different places of employment. After you have narrowed down your career choices, examine each in detail. Look at the salary the career offers, training requirements, what it will cost for education or vocational training, and how the future will affect the need for that job. Gather all this information, compare it, study it, and then try to decide which career is really for you.

Skill

2.1.6 Cont'd

2. Cont'd

Which sentence best states the conclusion to this selection?

1. A person should choose a career that pays well.
2. Career guidebooks are best sellers.
3. A person can prepare for a career through ecuational or vocational training.
*4. Making a career decision requires time, energy and a deep concern for an occupation that will satisfy personal needs.

2.1.7 Listening critically and evaluatively

1. Distinguishes Fact from Fancy and Proven Statement from Opinion

The following selection may be used to determine whether a student can distinguish between fact and opinion in a spoken passage.

Listen to the following selection about advertisements:

Advertisers aim to convince people to buy products. The public is growing tired of constant exposure to advertisements. However, there is no way for goods to be sold at reasonable prices except through advertising. As demands for the product grow, more products will be made. Since the cost of producing an item decreases as the number of items produced increases, the selling price goes down. Many people argue that advertising pushes people to buy products they don't need or want. The truth is that researchers carefully study people's needs and wants before products are designed and advertised.

Another fact that the public forgets is that affordable entertainment would not be possible without advertising. The complete costs of television and radio and two-thirds of the cost of newspaper and magazine production are paid by advertising.

Does the speaker base his argument that advertising is misunderstood by the public on facts or opinions? Explain.

2. Recognizes Mood

Selections like this are useful to determine whether a student recognizes the mood conveyed in a spoken passage.

Listen to the following selection about the elderly:

After years of working hard and paying taxes, many aged Canadians look forward to a comfortable retirement. This dream has been shattered by inflation. Rising prices have forced the elderly to lower their standard of living. Unable to afford the high cost of food and heat, many of the elderly have lowered their heat to below normal levels and cut down on the quantity and quality of their food. Due to these cutbacks, the health of many elderly people has been endangered.

The government delivers services to help the elderly, but these services are insufficiently funded and poorly organized. The elderly feel that they have been left alone to handle an unfair consequence of growing old.

How does the speaker want you to feel toward the elderly?
1. angry
2. bored
3. bitter
*4. sympathetic

3. Predicts Outcome

The following selection can be used to determine whether a student is able to predict the outcome of a spoken passage.

Listen to the following selection about rock music:

In 1955, Bill Haley and the Comets cut a record called "Rock Around the Clock" and gave birth to rock'n'roll. Youth quickly caught on to this new, spirited sound that was adapted from black rhythm and blues. Rock's appeal grew even more with the appearance of the dynamic Elvis Presley in 1956.

Skill

2.1.7 Cont'd

3. Cont'd

From 1958 to 1962, the naturalness of rock'n'roll was replaced by the sentimentality of pop music. To make money, the music business promoted pretty people singing sugar-sweet lyrics. Fortunately, in 1962, rock was revived. Beginning with the Beatles, rock music dealt with the thoughts, feelings and concerns of young people. During the late sixties, a time of war and racial problems, the anger of youth was expressed in protest songs and loud, metallic sound.

In the seventies, rock almost died. Music became silly, repetitious and showy. Disco was the prime example of this trend.

The New Wave of the eighties gets back to rock's original earthiness. Though the music of punk rockers is harsh, it is real. That is what rock music is all about -- being real.

What will probably happen in the near future?

1. Punk rockers will imitate the style of Bill Haley and the Comets.
2. Rock will die out.
*3. Rock will survive but with many changes.
4. Rock will be accepted by more and more older people.

2.1.8 Taking notes from speech or lecture

1. Listening for Notetaking

Instructor observation

Cross reference to Skill 14.1.9.2

SPEAKING

Speaking Skills

Planning

Because required speaking skills vary from situation to situation, assessment will be informal and based on observation. Individual needs and goals and the speaking context (i.e. situation, communication purpose, audience, etc.) need to be defined clearly before the assessment begins.

Doing

The skills listed in this section can be used either as an informal assessment checklist in discussion between student and instructor or as an outline for instructor designed, experience based workshops where students can develop, practice and assess their speaking skills. Speaking skills are assessed most realistically during actual or simulated situations.

Follow Up

The follow up will vary according to individual goals and situations.

3.0 SPEAKING

Goal

3.1 To assist adults to speak effectively and with ease in a variety of situations which they are likely to encounter.

Skill

3.1.1 Recalling and reproducing words with little or no hesitation.

3.1.2 Using appropriate pronunciation (where physical factors do not interfere).

3.1.3 Enunciating clearly.

3.1.4 Using appropriate modulation.

3.1.5 Using appropriate stress and intonation.

3.1.6 Demonstrating use of vocabulary appropriate to the individual adult and to the type of social exchange.

3.1.7 Using complete sentences where required.

3.1.14 Organizing thoughts and ideas in terms of: purpose, instructions, logical sequence, clear language, conciseness.

Problems relating to speaking skills other than speech are frequently related to factors such as...

- fear of saying the wrong thing, speaking incorrectly, or being criticized and laughed at
- deterioration of speech causing stress
- limited vocabulary
- lack of opportunity to practice and develop speaking skills.

The skills listed can be assessed best in a holistic way. The most valid assurance that a student has developed and is using effective speaking skills is that he or she demonstrates the skills in actual situations. Where this cannot be done, simulated situations could be constructed to practice or assess the skills.

Following are a number of skills and suggested tasks for assessment:

1. Requests information, listens and demonstrates comprehension of information given, such as...
   a) asking for an explanation of an idea presented in class and demonstrating comprehension by accurately answering related follow up questions.
   b) asking the librarian how to locate material on a certain subject and demonstrating comprehension by finding the material.
   c) asking for help filling out an application or some other form and demonstrating comprehension by accurately completing the form.
   d) asking for instructions on how to operate a small machine or appliance and demonstrating comprehension by operating the machine properly.

Skill

3.1.15 Giving direction or instructions.

3.1.16 Expressing an opinion using supporting facts or logical reasons.

2. Gives directions to get from one location to another on campus or in the immediate area, such as...

   a) giving directions on how to get to the school office.

   b) giving directions on how to find a certain classroom or locker on the school campus.

   c) giving directions on where and when to catch the next bus.

   d) giving directions on how to get to the cafeteria.

3. Gives directions to get from one location to another in the community, such as...

   a) giving directions on how to travel from the school to his or her home.

   b) giving directions on how to travel from his or her home to the city hall or the courthouse.

   c) giving directions on how to travel from the school to his or her place of work.

   d) giving directions on how to travel from his or her home to the downtown area.

4. Gives directions to perform a task or job, such as...

   a) doing a headstand or some other stunt.

   b) explaining an operation that he or she performs at work.

   c) preparing a simple dish of food, such as a salad or dessert.

   d) using a vacuum cleaner or another appliance or tool.

Skill

3.1.1 to 3.1.7

3.1.14 to 3.1.16 Cont'd

5. Reports information in a logical and sequential manner, such as...
   a) announcing information about a meeting or a sports event that will soon take place.

   b) sharing information about a news report heard on radio or on television or read in a newspaper or a magazine.

   c) retelling the events of an unusual situation in which he or she was involved.

   d) retelling the plot of a book, television show, or movie he or she enjoyed.

6. Describes objects, persons, events, or experiences in an interesting and detailed manner, such as...
   a) describing himself or herself or another person he or she knows or would like to know.

   b) describing a place that he or she has visited or would like to visit.

   c) describing an unusual object, such as a fish, bird, or animal that he or she has seen or read about.

   d) describing a sports event that he or she participated in or observed.

7. Complains to a store manager about a product or a service that has been purchased and proven to be unsatisfactory, such as...
   a) complaining about a garment that was advertised as washable and shrinkage free but which has shrunk so much after washing that it no longer fits.
   b) complaining about a carton of milk dated May fifth that was found to have a slightly sour taste when purchased on May first.
   c) complaining about a key, recently duplicated, that would not unlock the door.
   d) complaining about a car battery with a three year warranty that no longer has enough power to start the car easily and that has had to be recharged twice.

Skill

3.1.1 to 3.1.7

3.1.14 to 3.1.16 Cont'd

8. Evaluates his or her or another's performance of a task, or a job, such as...
   - a) evaluating a performance in a role.
   - b) evaluating a speaker's presentation of a lecture.
   - c) evaluating his or her work performance in a class situation or in a job.
   - d) evaluating his or her athletic performance in a recent sports event.

9. Explains and defends his or her opinions, choices, or decisions, such as...
   - a) giving reasons for or against purchasing a product of a certain brand.
   - b) giving reasons for or against voting for a particular candidate in an election.
   - c) giving reasons for or against raising the driving age.
   - d) giving reasons for or against changing the cafeteria's menu.

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Skill	
3.1.8 Using standard and non-standard dialect appropriately.	1. Through observations and informal discussions with students the instructor can determine whether the student identifies dialects and when it is appropriate to use them.
3.1.9 Using appropriate grammar.	1. Through observations and discussions with students an instructor can determine if the student uses grammar appropriate to classroom situations including the following: - subject verb agreement. - pronoun antecent agreement. - simple and progressive forms of verb tenses. - form and placement of adjectives and adverbs. - the use of articles and prepositions according to idiomatic conventions. - using varied structures.
3.1.10 Demonstrating awareness of facial expression. 3.1.11 Demonstrating appropriate use of body language. 3.1.12 Using effective gestures. 3.1.13 Maintaining eye contact.	Identifying and using body language or nonverbal communication is an important aspect of communication skills. Identifying and using nonverbal communication is best assessed through observation and discussion. The following checklist is offered as a focus for assessing students' skill levels. A. FACIAL EXPRESSION 1) Main way to communicate emotion.

Skill

3.1.10 to 3.1.13 Cont'd

2) Primary uses of facial expression
    - a. Suggest personality characteristics
        1. structural features
        2. typical expressions
        3. characteristic reaction patterns.
    - b. Express emotion and interpersonal attitudes
        1. modified by cultural rules.
    - c. Interaction signals.

3) Basic facial expressions are the same for all humans.

B. GESTURE AND BODY MOVEMENT

1) Inferences based on general ease and naturalness with which people move and use their bodies:
    - a. Being "sure of oneself" suggested by slower and more controlled movements.
    - b. Being "unsure of oneself" suggested by jerky, less controlled movements.

2) Specific body movements have accepted meaning in our culture.
    - a. Hand waving - greeting; closure.
    - b. Shrug of shoulders - "I dont' know".
    - c. Hands on hips - anger or superiority.
    - d. Arms crossed in front of chest - firmness of stand or being closed.
    - e. Legs crossed toward a person - involvement with that person.
    - f. Legs crossed away from a person - exclusion from that person.
    - g. Leaning forward - involvement.
    - h. Leaning backward - noninvolvement.
    - i. Shaking of head - disagreement.
    - j. Nodding of head - agreement.

Skill

3.1.10 to 3.1.13 Cont'd

C. EYE CONTACT

1) Main meanings communicated
   - a. Show liking.
   - b. Establish dominance.
   - c. Show threat.

2) Eye contact is used
   - a. To encourage feedback.
   - b. To show communication channel is open.
   - c. To show need for involvement.
   - d. To reduce distance between people.
   - e. To produce anxiety.

3) Eye contact is avoided
   - a. To hide feelings.
   - b. To increase distance if personal space invaded.
   - c. To avoid social contact.

4) Eye contact as regulator of communication
   - a. Gazing at end of other's message for reinforcement.
   - b. Gazing during parts of own message to emphasize.
   - c. Gazing while speaking to be persuasive.
   - d. Gazing while asking questions about others to encourage response.

(Adapted from Developing Skills for Human Interaction; 1978; Heun & Heun; Charles E. Merrill Publishing Co.; pp. 17-20. Reproduced by permission of the publisher.)

VIEWING

Viewing

Potential

Visual and graphic material varies greatly according to location. Local bus schedules, TV guides and posters are the best materials to use to measure a student's ability to handle this kind of reading.

A spiral of skills ranging from simple (4.1.3) to a complex cognitive strategy (4.1.5) are covered. The choice of items depends on the student's location, present level of sophistication, and need for a skill. When the student has mastered local materials the instructor might introduce another piece (i.e. a bus schedule from a different area) with the same content but different format to see whether the skill is generalized.

Doing

The primary assessment of skill in reading and interpreting visual material is through informal discussion. The instructor can question a student on content of a local bus schedule or discuss levels of information in a poster to see if the student recognizes innuendoes. The instructor can note areas where the student needs to improve the skill or, as appropriate, use the following items in assessment.

Follow Up

Once a checklist of a student's strengths and weaknesses has been established, gather local materials for the student to practice that skill.

4.0 VIEWING

Goal

4.1 To assist adults in gaining information from, and responding critically to, material presented visually.

Skill

4.1.1	Establishing a purpose for viewing in terms of information required.	1. Through a discussion with a student, the instructor can determine whether that student knows key items to look for according to the visual presentation and information being sought.
4.1.2	Demonstrating attentiveness through physical orientation and visual tracking.	1. Instructor observation.
4.1.3	Interpreting graphic material in terms of main ideas and important details.	Local schedules, posters and graphs illustrating information may be used for a valid assessment of performance in daily life. 1. Reads Television Schedule Use questions about local material: What time is (program name) on? What is the movie on Channel (number) at (time)? What channel(s) shows local news? How long is (program name)? What time and channel(s) shows (program type)? What channel(s) air (content area)? 2. Identifies and Interprets Graphs See 24.0. As well as using the graphs for information, analyze the composition.

Skill

4.1.3 Cont'd

3. Identifying and Interpreting Warning and Safety Signs

Student word calling skills sometimes exceed word comprehension skills. It may be necessary in these cases to decide whether students understand by asking them to give definitions of some words, use some words in phrases or sentences, or mime some words. Include questions such as:

What does this sign mean?
Where might it be seen?
What action should be taken when it is seen?

A list of sign words and phrases follows. Realistic assessment items can be made on cards, using print like that often seen on local signs, or from photographs of signs.

Do not touch
No hunting
No smoking
Corrosive
Flammable
Danger
Poison
Private
Emergency Exit
Walk
Fire Extinguisher
Keep off
Restricted area
Beward of dog
Please use handrail
Do not handle
Watch your step

Do not feed
No fishing
No trespassing
Acid
Caution
Go
Explosives
Don't walk
Wait
Fire alarm
Hands off
Quiet Zone
No admittance
Handle with care
Do not enter
Wait on curb

No swimming
No soliciting
Wear safety glasses
Ambulance
Fragile
Exit
Police
Prohibited
Employees only
Warning
High voltage
Keep out
Wet paint
Do not disturb
Private keep out
Emergency fire escape

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Skill

4.1.3 Cont'd

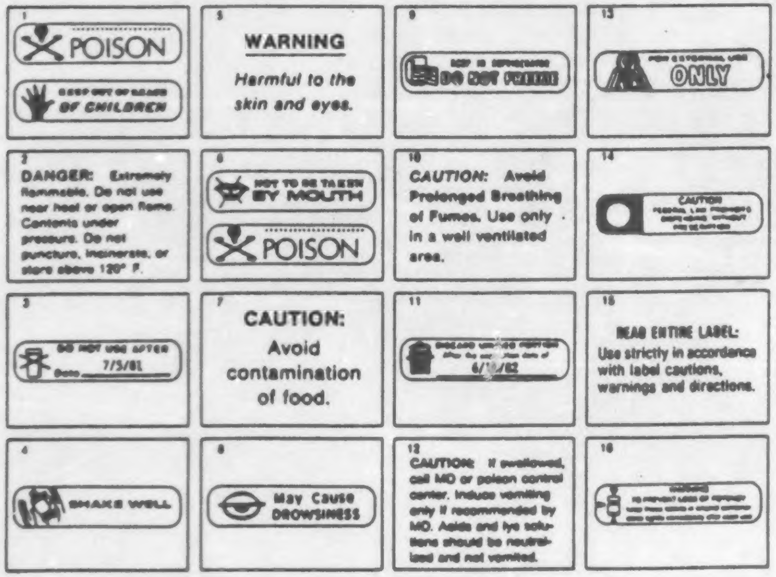
4. Interpreting Warning Labels

Use labels from items available to students locally as much as possible. Ask questions like:

What does this label mean?

What should be done according to this label?

What does inhaled mean?



1
POISON
OF CHILDREN
2
DANGER: Extremely flammable. Do not use near heat or open flame. Contents under pressure. Do not puncture, incinerate, or store above 120° F.
3
DO NOT USE AFTER
Date 7/5/81
4
SHAKE WELL
5
WARNING
Harmful to the skin and eyes.
6
NOT TO BE TAKEN BY MOUTH
POISON
7
CAUTION: Avoid contamination of food.
8
May Cause DROWSINESS
9
DO NOT FREEZE
10
CAUTION: Avoid Prolonged Breathing of Fumes. Use only in a well ventilated area.
11
12
CAUTION: If swallowed, call MD or poison control center. Induce vomiting only if recommended by MD. Acids and lye solutions should be neutralized and not vomited.
13
ONLY
14
CAUTION
15
READ ENTIRE LABEL: Use strictly in accordance with label cautions, warnings and directions.
16

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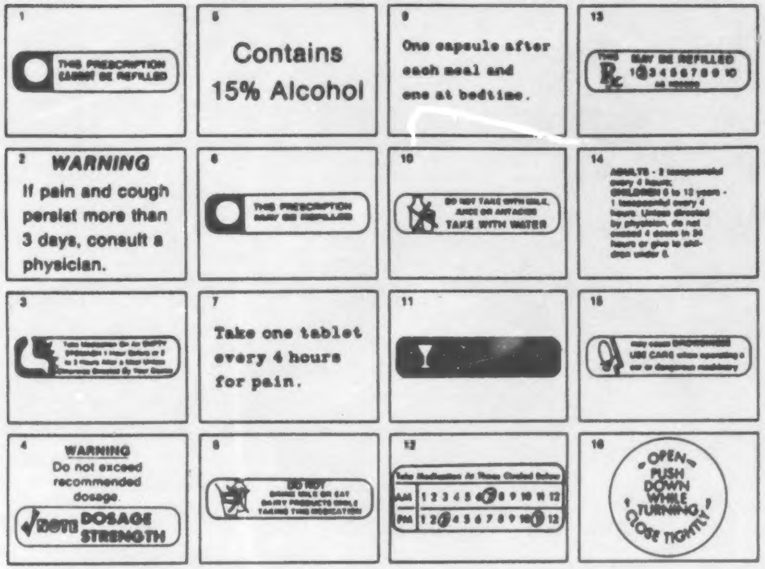
Skill

4.1.3 Cont'd

5. Interpreting Medicine Labels

The following item may be used to determine whether students can interpret medicine labels. Use procedures like those for items 4 and 5.


1
THIS PRESCRIPTION CANNOT BE REFILLED
2
WARNING
If pain and cough persist more than 3 days, consult a physician.
3
4
WARNING
Do not exceed recommended dosage.
NOTE DOSAGE STRENGTH
5
Contains 15% Alcohol
6
THIS PRESCRIPTION MAY BE REFILLED
7
Take one tablet every 4 hours for pain.
8
DO NOT
9
One capsule after each meal and one at bedtime.
10
TAKE WITH WATER
11
12
AM 1 2 3 4 5 6 7 8 9 10 11 12
PM 1 2 3 4 5 6 7 8 9 10 11 12
13
MAY BE REFILLED
1 2 3 4 5 6 7 8 9 10
14
15
16
OPEN
PUSH DOWN WHILE TURNING
CLOSE TIGHTLY

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Skill

4.1.4 Using witnessing skills.

1. Through observations and questioning, the instructor can determine the degree and quality of a student's witnessing skills. The student should indicate attention to critical detail and ability to describe clearly and sequentially the situation witnessed.

4.1.5 Viewing critically and evaluatively.

1. Use a local political poster or pamphlet, advertisement or opinion argument item as a basis to question a student to ascertain whether she can determine the following:

- Objective vs. subjective presentation.
- Reality vs. fantasy.
- Errors, distortions or omissions.
- Relevant vs. irrelevant information.
- Logic of presentation.
- Credibility of presentation based on --
  - Criteria of past reliability of source.
  - Reputation of source in subject area.
  - Source's awareness of current issues.
  - Source's political outlook
  - Particular social viewpoints of source.

READING

Reading

Planning

In using this Kit to prepare a reading assessment, you will need to:

- Identify the reading skills you wish to assess.

- Locate from this Kit the items directed to these skills (about 25 for one hour's work).

- If advisable, rewrite the selection so that it has more local suitability. Type the rewritten items. (IBM 12 pitch, Courier, to match this.)

- Photocopy the pages which have items you wish to use.

- Cut and paste the items you need and the selections on which they are based. Add any rewritten items or items you have chosen or developed from other sources.

- Copy the paste up as your test master. Make enough copies for immediate use.

Doing

Although the average student will be able to do about 25 items in an hour, time is not a major criterion.

Work through a sample selection and item with the students to make sure the multiple choice format is understood.

Remind students to read all instructions carefully.

Follow Up

Mark the tests as soon as possible and discuss results individually. Use the test as a teaching tool to show the student where reading problems still exist. Ask students to explain any wrong choices of answers. Often, interpretations of items can vary giving you a better picture of how a student is reading.

7.0 READING -- Context Clues

Goal

7.1 To enable students to identify words through context clues with or without supportive phonic skills.

Skill

7.1.1 Using language skills to identify unknown words.

READ EACH SENTENCE CAREFULLY, THEN CHOOSE THE BEST ANSWER.

1. He was booked on six counts of murder. Here count means

   a) the total number.
   b) a nobleman of European origin.
   c) a charge, an allegation.
   d) the score.

2. Turning on a light can have numerous effects; one is giving off light. Here effects means

   a) the quality of being operative.
   b) visible results.
   c) basic meanings.
   d) distinctive impressions.

Skill

7.1.1 Cont'd

THE CARIBOU ARE CROSSING

The caribou are crossing. Someone has just come to town and said that from the air you can't see the ground for the animals. Twenty or thirty thousand of them. It's fifty below. Quickly the town begins to empty as a long snake of smoking vehicles moves out the highway. When they arrive at the appointed place, the animals are still behind a ridge. Cars and trucks park in a long line at the shoulder of the road, engines and heaters running; together they send a mile-long hackle of ice-fog into the flawless winter sky.

The waiting begins and could last for days until something occurs to the milling animals. Always there are a few men who won't wait. They leave their automobiles, sling their rifles and make for the ridge crest. After a while, there are shots. Then the intervals to clean the kill. Those still waiting grow excited, impatient, expectant.

The first to kill and clean his caribou drapes the carcass around his sholders and begins climbing the ridge toward the road, the long antlers bouncing as he walks. The rack is higher than the hunter's head, and those waiting see this before they see the man beneath the animal against the horizon at the top of the ridge.

Doors open and several race across the road. Shots. The man carrying the caribou drops the carcass, flattens himself behind it, and fires back at the line of cars.

- - -

3. In the first sentence of paragraph three, the author uses the word drapes. Which of the following words could be used as a synonym for "drapes" in this sentence?

   a) Curtains
   b) Arranges
   c) Pants
   d) Tosses

Skill

7.1.1 Cont'd

4. The word rack as used in paragraph three means
   a) a metal frame that rests on top of a car
   b) a place to hang your coat
   c) a method of torture
   d) the antlers of a member of the deer family
   e) a large roast of lamb or mutton

(Item 5. assesses
Skill 9.1.1)

5. "Carcass" as used in this passage means
   a) blanket
   b) dead body of an animal
   c) rifle
   d) hackle

(Item 6. assesses
Skill 9.1.6)

6. The man carrying the caribou most likely returns fire
   a) to help his friends
   b) to see how well he can shoot
   c) for some fun
   d) in order to protect himself

(Item 7. assesses
Skill 9.2.2)

7. The men shot at the hunter who had killed the caribou because
   a) They were jealous of his success.
   b) They thought he was a caribou.
   c) They hated anyone who would shoot a caribou.
   d) The hunter was an unpopular person in the town.

(Item 8. assesses
Skill 9.2.3)

8. What do you think will happen to the caribou?
   a) They will all be killed.
   b) They will stampede and kill all the hunters.
   c) Most of the herd will continue their migration.
   d) They will die of starvation.

(Item 9. assesses
Skill 9.2.4 and
Skill 9.2.6)

9. In the last paragraph the mood of the hunter who shot the caribou changes suddenly. Check the pair of moods which best indicate that change.
   a) humorous to angry
   b) sadness to hopefulness
   c) excitement to relaxation
   d) pride to fear

(Item 10. assesses Skill 9.2.7)

10. Which words best describe how the waiting hunters felt about the one who was first to shoot?

    a) friendly, cautious
    b) angry, envious
    c) furious, annoyed
    d) pleased, excited

(Item 11. assesses Skill 9.2.8)

11. This story could have taken place

    a) ten years ago on Vancouver Island
    b) before the Europeans arrived in Alaska
    c) 100 years ago in Northern British Columbia
    d) within the last twenty years in the North West Territories
    e) 1925 in the Okanagan

(Item 12. assesses Skill 9.3.2)

12. This passage is

    a) definitely fact
    b) definitely fiction
    c) Possibly fact or fiction

(Item 13. assesses Skill 9.1.1)

13. In paragraph two, the author writes of the "milling animals". In this sentence milling means

    a) turning a mill-wheel
    b) angry and impatient
    c) moving round and round in a confused mass
    d) heavy

(Item 14. assesses Skill 9.1.5)

14. According to the article:

    a) All the hunters behave alike.
    b) Some hunters won't wait for the others.
    c) Some hunters kill more than others.

Skill

7.1.2 Using context clues with other word identification skills to identify an unknown word.

1. The girls walked into the amphitheatre and were amazed. It was so big, sweeping around them like a vast container, and the stage seemed so far away. An amphitheatre most likely is

   a) a type of restaurant
   b) a huge circular playhouse
   c) an old country mansion
   d) a large office building

2. The three countries, which usually had poor relations, became quick allies when attacked by their larger neighbour. They combined their armed forces and put them under the command of a joint-council. Allies most likely are countries

   a) spying on one another
   b) in partnership
   c) at war with one another
   d) isolated politically from one another

8.0 READING -- Dictionary

Goal

8.1 To enable students to identify and pronounce unknown words by using the dictionary.

Skill

8.1.1 To understand the use of a pronunciation key in the dictionary.

USE THE PRONUNCIATION KEY AND CHOOSE THE WORD WHICH RHYMES.

1. /fān/ rhymes with

   a) sign
   b) fun
   c) train
   d) pan

2. /līm/ rhymes with

   a) sky
   b) him
   c) time
   d) steam

PRONUNCIATION KEY

ă	rat	ŏ	pot	û	turn
ā	pay	ō	go	th	this
â	care	ô	for	th	thin
ä	father	oi	oil	hw	which
ĕ	pet	o͝o	took	zh	vision
ē	be	o͞o	boot	ə	about, silent, pencil, lemon, circus
ĭ	pit	yo͞o	abuse	ər	butter
ī	pie	ou	out		
î	fierce, mere	ŭ	cut		

9.0 READING -- Comprehension (Literal)

Goal

9.1 To enable students to recognize facts as presented in written material.

Skill

9.1.1 Recalling word meanings.

9.1.2 Finding the main idea.

See 7.1.1 - THE CARIBOU ARE CROSSING.
Items 5. & 13.

PRAYERS FOR LIVES ANSWERED

Associated Press, TUCSON, Ariz. - David Aubuchon and Guy Hayton were down to their last match and praying for their lives when they were rescued after spending four days trapped in their car -- at the bottom of an abandoned 20 metre mine shaft.

"I don't think either one of us thought we were ever going to get out of there," said Hayton. "We both thought we were going to die."

On Saturday, a University of Arizona student on a geology field trip spotted smoke coming from the nearly vertical shaft and heard shouts. Aubuchon, 22, and Hayton, 25, who had burned the car's hoses to attract attention, were pulled to safety by rescue workers two hours later.

Hayton had a broken leg and Aubuchon had two broken ribs. Both were hospitalized.

Their 1965 Chevrolet station wagon was also pulled from the shaft.

The shaft was believed to have been mined at the turn of the century and is one of many in the area.

Hayton said he and Aubuchon were driving across the desert Tuesday night when he saw a dip in front of them "and the next thing I know we're crashing."

"We had been drinking quite a bit of beer," Hayton said.

The car nosedived into the shaft and was buried up to its front windshield in dirt. The men shared a gallon of water they had in the car because of a leaky radiator and burned pieces of rubber hose, hoping the black smoke would draw attention to them.

(From the Vancouver Province, Oct. 21/80.
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Skill

9.1.2 Cont'd

1. The main idea in this article is found

   a) in the last paragraph
   b) in the third paragraph
   c) in the sixth paragraph
   d) in the first paragraph

(Item 2. assesses
Skill 9.1.3)

2. Aubuchon and Hayton were down to their last match when

   a) they were pulled to safety
   b) they each broke a bone
   c) the station wagon was pulled from the shaft
   d) the car nosedived into the shaft

(Item 3. assesses
Skill 9.1.3)

3. They had a gallon of water in the car because

   a) the radiator had been leaking
   b) they shared the water
   c) they had been drinking beer
   d) they were thirsty

(Item 4. assesses
Skill 9.1.4)

4. Arrange these sentences in the order in which they happened. Place the number one in front of the sentence which tells what happened first. Place the number two in front of the sentence which tells what happened second, etc.

   ___ a) They were pulled to safety by rescue workers.

   ___ b) Their car nosedived into the shaft and was buried up to its front windshield in dirt.

   ___ c) David Aubuchon and Guy Hayton were drinking quite a bit of beer.

   ___ d) Both were hospitalized.

   ___ e) They burned the car's hoses to attract attention.

(Item 5. assesses
Skill 13.1.1)

5. They burned the cars hoses to attract attention. In the word attention, the suffix is:

   a) at
   b) on
   c) tion
   d) ten

(Item 6. assesses
Skill 13.1.1)

6. In the word attention, the root is

   a) ten
   b) attend
   c) attack
   d) at

(Item 7. assesses
Skill 13.1.1)

7. They were pulled to safety by rescue workers. In the word safety, the suffix is

   a) safe
   b) ety
   c) y
   d) ty

(Item 8. assesses
Skill 13.1.1)

8. In the word safety, the root is

   a) safe
   b) ty
   c) saved
   d) y

(Item 9. assesses
Skill 13.1.2)

9. The car was at the bottom of an abandoned mine shaft. Abandoned means

   a) old
   b) closed for repairs
   c) not used anymore
   d) new

(Item 10. assesses
Skill 13.1.2)

10. In the above sentence, shaft means

   a) a tunnel which allows one to enter a mine
   b) black coal
   c) an arrow
   d) an elevator to the mine pit

(Item 11. assesses
Skill 13.1.2)

11. The shaft was used at the turn of the century. Century means

   a) 100 months
   b) 100 years
   c) 10 months
   d) 10 years

(Item 12. assesses
Skill 13.1.3)

12. A student spotted smoke coming from the nearly vertical shaft. A word which means the opposite of vertical is

    a) up and down
    b) diagonal
    c) square
    d) horizontal

(Item 13. assesses
Skill 13.1.3)

13. Choose an underlined word from the story which means went head first

    a) rescued
    b) nosedived
    c) dip
    d) abandoned

(Item 14. assesses
Skill 13.1.3)

14. From paragraph two choose a homonym for two :

    a) to
    b) thought
    c) of
    d) die

(Item 15. assesses
Skill 13.1.4)

15. Using the story copy two compound words from the last paragraph.

Skill

9.1.3 Supporting details.

See 9.1.2 - PRAYERS FOR LIVES ANSWERED.
Items 2 & 3

THE HOME REPAIRER'S TOOL KIT

The saw is one of the basic tools in any home repairer's tool kit. There are many different types of saws, each designed to do certain jobs better than others. When joining two pieces of lumber, you wouldn't automatically use a 10d common nail. You would use the nail best suited for the job. So it is with saws; you use the right saw for the right job. And when you do, you find that the job is easier to do; the results will be better and the work will be done in less time.

1. According to the article the saw is
   - a) a little needed specialty tool
   - b) less often used because of electric tools
   - c) one of the home repairer's basic tools
   - d) a high priced tool

2. According to the article
   - a) any type of saw will do any type of job.
   - b) there are certain jobs no saw can do.
   - c) one type of saw will do any type of job.
   - d) specific saws work best doing specific jobs.

(Item 3. assesses Skill 9.1.5)

3. According to the article
   - a) one saw is used for all tasks.
   - b) every task must have a different saw.
   - c) each saw is designed for certain tasks.

(Item 4. assesses Skill 9.2.5)

4. The purpose of this passage is to
   - a) give useful information.
   - b) set up an argument.
   - c) tell you how to do something.
   - d) describe an event.

(Item 5. assesses
Skill 9.2.5)

5. Why does the author talk about nails in this passage?

a) to make a comparison
b) to list things a carpenter needs
c) to discuss nails in detail
d) to show that a 10d nail is not always usable

(Item 6. assesses
Skill 9.2.5)

6. It appears that the article's author believes that most people

a) are well-acquainted with saws
b) know there are many types of saws
c) think there is only one type of saw
d) don't like to use a saw

Skill

9.1.4 Identifying sequence.

See 9.1.2 - PRAYERS FOR LIVES ANSWERED.
Item 4.

READ THE THREE SENTENCES. THEN MARK AN X NEXT TO THE ANSWER THAT ARRANGES THE SENTENCES IN THE PROPER ORDER.

1. A. The night is now so quiet.
B. The noise was loud at the beginning.
C. After a while we could hear only voices.

a) B,A,C
b) B,C,A
c) C,B,A

2. A. He used to run a mile in six minutes.
B. Now he runs a mile in seven and half minutes.
C. Then he broke his leg.

a) A,C,B
b) A,B,C
c) C,B,A

Skill

9.1.4 Cont'd

3. READ THE PASSAGE. THEN READ THE SENTENCES LISTED BELOW IT AND MARK AN X NEXT TO THE ANSWER THAT ARRANGES THE EVENTS IN THEIR CORRECT TIME ORDER.

It was Mr. Carr's first vacation in ten years, and he had really enjoyed it. Now after six weeks on the river, his eyes were clear, and he felt fine. That was an hour ago. Now his fat, fifty-year-old body was still shaking from the beating it had taken when the boat had twirled beneath him and hurled him into the rapids. Somehow, he had fought his way to the surface. He was spinning helplessly in the water when Johnny got to him.

A. Mr. Carr was hurled into the rapids.
B. He enjoyed his vacation.
C. He fought his way to the surface.
D. He was saved by Johnny.
E. He shook from a beating.

a) A,B,D,E,C
b) D,E,B,C,A
c) B,A,C,D,E

9.1.5 Seeing likenesses and differences.

See 9.1.3 - HOME REPAIRER'S TOOL KIT.
Item 3.

See 7.1.1 - THE CARIBOU ARE CROSSING.
Item 14.

9.1.6 Recognizing cause and effect.

See 7.1.1 - THE CARIBOU ARE CROSSING.
Item 6.

Skill

9.1.7 Following directions.

AFTER YOU HAVE READ THE FOLLOWING, ANSWER THE QUESTIONS.

You have just been hired as an information clerk in an office. Your job is to take mail orders for various research reports your office has produced and send out the reports. Below is a sample order form used by the company.

REPORT ORDER #2

Name: ______________________________

Company: ____________________________

Address: ____________________________

Account #___________

(Code_______)

Reports Ordered:

Quantity	Report Name	Price	

READ THE INSTRUCTIONS GIVEN YOU BY THE OFFICE MANAGER, THEN ANSWER THE QUESTIONS WHICH FOLLOW.

Instructions to Information Clerk:

1) When you receive an order for reports, write the name, company address and account number on the Report Order Form #2.

2) If the customer did not include the company account number, enter the first 4 letters of the company name and the first 2 digits of the address in the code section. The computer can then locate the account number.

3) List carefully the title of the reports ordered on the order form.

4) When you go to pick up the reports from the storage room you must subtract the number you are taking from the last number on the sheet of paper on top of each set of reports.

Skill

9.1.7 Cont'd

Instructions to Information Clerk - Cont'd

5) Please Note: If there are fewer than 50 reports left, write a memo to the office manager giving the name of the report and the number of reports left.

If you are removing a large number of one report and it will leave fewer than 25 reports, check with the storage room supervisor before removing them.

- - -

NOW ANSWER THE FOLLOWING QUESTIONS:

1. The Scott Company, of 832 Smith Street, did not include its account number with its order. What code should be entered on the order form?
    a) Scot 83.
    b) 832 Sm.
    c) Scott C.
    d) SC 0832.

2. Today the Williams Lake School District ordered 65 copies of a report on Gender and Mathematics. There are 80 copies on the shelf. What should you do next?
    a) Subtract 65 from 80, mark it on the paper and mail the reports.
    b) Remove the 65 reports, but send a memo to the office manager.
    c) Check with the storage room supervisor before filling the order.
    d) Only send 30 reports and send a memo to the office manager.

(Item 3. assesses Skill 9.2.2)

3. According to these instructions, the company needs an employee who is
    [illegible] friendly
    b) good looking
    c) accurate
    d) ambitious

Skill

9.1.8 Using references.

See - LEARNING SKILLS 13.1.7, 16.1.1
SPELLING 12.1.8

Skill

9.1.9 Locating information.

USE THE FOLLOWING CLASSIFIED ADVERTISEMENTS TO ANSWER THE QUESTIONS ON THE NEXT PAGE. READ THE QUESTIONS FIRST.

The Classified Advertisement

21 HELP WANTED GENERAL

ADVERTISEMENTS IN THIS CLASSIFICATION MUST COMPLY WITH THE BRITISH COLUMBIA HUMAN RIGHTS ACT

(1) WANTED IMMEDIATELY: A kindly, understanding person to act as a companion housekeeper to an elderly lady. A basic appreciation of, and an ability to deal with, elderly persons is essential. Room and board in a private home plus remuneration. Please call 368-6090.

(2) ASSISTANT TO SUPERVISOR required for Sept. 1, 1976. Hours 9:30 a.m. to 5:30 p.m., qualified to CCFLB requirements. Reply in writing to the supervisor, B.C. Government Employees Day Care Centre, 433 Kingston St., Victoria, B.C.

(3) ATTRACTIVE FASHION CONscious young person wanted to take pictures and or sell flowers in cabarets. No experience. Own car needed. Integrity a must. Full and part time positions available. Above average earnings. Laura's Flowers and Photos. 429-8295, page number 917.

(4) JANITORIAL HELP WANTED. Light duty help from 4 to 6 hours. Heavy duty help from 4 to 8 hours. All evening work. Good pay and working conditions. Reply to Victoria Press Box 1907.

(5) RENOVATION CONTRACTOR requires assistant. Applications welcomed from both sexes. Experience not necessary. 368-7441 after 5.

(6) REST HOME IN BRENTWOOD area. Requires weekend and relief cook. Must have own transportation. Salary $3.25 per hour. 751-8193.

22 OFFICE HELP

ADVERTISEMENTS IN THIS CLASSIFICATION MUST COMPLY WITH THE BRITISH COLUMBIA HUMAN RIGHTS ACT

(7) LAW OFFICE REQUIRES CONveyancing secretary with a minimum of 3 years experience to take a senior position. Salary commensurate with experience and ability. Please reply in writing to Miss J.D. Penn, Stark and Bryant, P.O. Box 3887, Victoria, B.C.

(8) LOCAL OFFICE EQUIPMENT firm requires experienced clerk typist for general office work, telephone receptionist and counter sales. Excellent working conditions. Permanent position. Phone Mrs. D. Schmidt 429-7148 or 368-8469 for interview.

(9) DICTA-TYPIST
Busy insurance office. Previous Autoplan experience preferred. Not essential if good dicta-typist with 2 to 3 years office experience. 4 to 5 hours per day. Salary $4.50 per hour. Duke Personnel, 1478 Douglas, 429-8485.

(10) LOCAL OFFICE EQUIPMENT firm requires service technician. Duties include servicing typewriters and photocopiers with some training on electronic calculators. Apply in own handwriting to Victoria Press Box 5916.

(11) Senior litigation secretary required by medium-sized law firm. Must be able to work on own. Salary—good, but commensurate with experience. Reply Wilkinson, Peacock and Company, 201-1636 Pandosy Street, Kelowna, B.C. or telephone 751-5938.

(12) PERSON FRIDAY REQUIRED for beauty supply company. At least 5 years experience, good with figures and invoices, pleasant personality, interested in long time employment. 368-6618, 4-5 p.m.

(13) EXPERIENCED SECRETARY required August 1st to train for small estate department. Former legal experience an asset. Send resume to Box 2811, Victoria.

(14) ALCAN BUILDING PRODUCTS require person for invoicing and related clerical duties. Typing skills min 50 wpm. Phone for interview, 429-3901.

(15) DENTAL ASSISTANT, ORTHOdontic office, experienced or certified, typing, apply in writing, Mrs. A. Malkin, 702-2629 Yates.

(16) SECRETARY WITH LEGAL EXperience and shorthand for senior position small law firm, good salary. 368-8980.

(17) EXPERIENCED TELLER REquired. Apply Mrs. C. Cartright, Toronto-Dominion Bank, 2915 McKenzie and Borden, 429-7986.

(18) DENTAL ASSISTANT REQUIRed for recently established General Practise. Apply Victoria Press, Box 3589.

78 BICYCLES

(19) PHIL BROWN
4711 GOVERNMENT STREET
Between Bay and Hillside
The Leading Bike Shop
SKATE BOARD SPECIAL
$19.95
MASTER CHARGE
TRADES WELCOME
CHARGEX
Open Mon. - Sat. 8:30 - 5:30
Friday 'til 9

(20) A BIKE
for every size . . . and
every budget at
ESQUIMALT PAT BAY BICYCLE
605 Esquimalt Rd. 368-6904
3960 Pat Bay Ave. 587-8107

(21) MOTORIZED BIKE
200 MPG MOPED
From $359—Insurance from $42 Pedal or ride it—Sensible—fantastic. Free literature. I.M.I. 1633 Canalman, Victoria, V8W 8B8. 451-3058.

(22) BUY, SELL, TRADE, REPAIR
Deal direct with qualified mechanic, save 50% on labor. Expert buckled wheel. New, used bikes, all sizes, lowest prices. Open 8-8; Sun. 12-5. 368-5804. Bruno Industries. 3601 Govt.

(23) NEW MOTOBECANE 10-SPEED with companiere carrier, holds tent and sleeping bags for touring. 538-8039. Phone anytime.

(24) GIRL'S TWO-WHEEL BIKE, good condition, $25. 368-0616 after 5.

(25) LADIES' 10-SPEED. LITTLE used with lights $70. 781-0219 after 6.

(26) ADULTS TRICYCLE LIKE NEW, with light front and rear brakes, $225. 429-3106.

(27) THREE STANDARD BIKES. Lady's, boy's, girl's, as new. Best offers. 429-4894.

(28) PEUGEOT $75. APOLLO $70. Iverson $60. 3829 Old West Saanich.

(29) COBRA 10-SPEED BICYCLE $45 368-4668.

(30) APOLLO 10-SPEED. ASKING $70. 751-8179.

(31) FOUR 10-SPEEDS, ALL IN good condition, Various prices. 767-8175.

(32) 2 GIRLS BICYCLES, VERY good condition. 429-1870

(33) PEUGEOT 10-SPEED. 21", IN good condition. $95. 429-1106.

(34) MEN'S 10-SPEED BIKE, $85. Phone 362-5189, 8022 Carroll St.

(35) MEN'S RALEIGH 5-SPEED Bicycle. Good condition. 429-1291.

201 APARTMENTS TO RENT

(36) WHY RENT?
Less than $2,000 down will get you a one-bedroom, fully furnished apartment with mountains and waterviews, sauna, swirlpool and pool room. Prices start from $31,000. Call:
751-5272 JIM BOYER 751-2865
HARRY THOMPSON
368-5272 656-5882
DOMINION TRUST

(37) ENJOY CAREFREE LIVING
In a nicely furnished studio apartment in a clean, quiet block beside Beacon Hill Park and steps from the ocean front. Weekly maid service, linen, free laundry, cable, and electricity all included for only $220. 368-9361 or 368-1907.

(38) COMPACT FURNISHED BACHelor apartment, ideal for working tenant or pensioner. No children, no pets. Security deposit required. Contact manager, 11 a.m. to 3 p.m. 1829 Fisgard. 1 block from the Bay.

(39) SUBLET JULY, AUGUST, SEPtember, 1 bedroom, swimming pool, sauna, fantastic ocean view, high rise, $300 per month. References. 751-8459.

(40) LARGE 2 BEDROOM FURNISHed condominium with 1½ bathrooms, overlooking Beacon Hill Park. Sauna and whirlpool. 368-1887.

(41) JULY 1. UNIVERSITY AREA. Pleasant well-furnished 1-bedroom apartment. Private entrance. Utilities included. Reasonable. Quiet business lady. References, 429-8759.

(42) BACHELOR APARTMENTS with kitchen. Weekly maid service. Rates from $55 per week. 160 George Rd. East, 751-6121.

(43) SMALL FURNISHED SELF-contained bachelor suite for one person. Own entrance. All included. $150. Available immediately. 368-7892.

(44) JUBILEE DISTRICT, NICELY furnished bachelor suite, suitable for clean, mature working lady. Not suitable for children or pets. 429-1823 or 429-6321 after 7.

134 CARS FOR SALE

(45) 1974 CADILLAC
46,000 miles, one-owner car, like new, complete Cadillac equipped, $6,930. Telephone 368-0128 extension 236 or see at No. 3016 Washington Ave.

(46) 1971 PONTIAC LEMANS 2[illegible]D-T37, blue, 4-door sedan, automatic, power steering, one owner, genuine mileage 9,450, radio, interior immaculate. $3,200. 751-0017.

(47) MOVING TO EUROPE, MUST sell 1973 Chev Malibu 9-passenger station wagon, excellent condition, Color, blue. V8, power steering, power brakes, $3,495. 429-0015.

(48) 1970 TORINO. AIR CONDITIONing, power steering, power brakes, automatic transmission. 42,000 miles. Good condition. 429-4916.

(49) 1973 CELICA. EXCELLENT condition, 26,000 miles, Michelin radials, U.S. Mags, $3,400 and offers. 537-1038.

151 SPORT, IMPORT CARS

(50) 1971 CORVETTE STINGRAY 350-LT-1 engine, angle plug heads, Edlebrock Torquer manifold, Holley carburetor, Cyclone headers, stereo tape deck, excellent condition, 8,000 miles on new engine. For information call 781-0034 or 751-9612 between 5 and 8 p.m.

(51) 1972 DATSUN 240Z, BRAND new silver grey paint job. Brake job, front and back on guarantee and front suspension overhaul. Black interior, AM-FM Radio. 39,000 miles. Can view at 3200 Kaltasin Road, Sooke. 751-8816. $3,800.

(52) IMMACULATE MGB WITH only 3,000 miles, be sure about what you are buying, just completely checked out by Car Clinics Diagnostic Centre and just government tested, $108 per month OAC or $4,395. 426-8491.

(53) 1970 124 FIAT SPYDER CONvertible, AM-FM radio, steel belted Michelin radials. 5 speed, 4-wheel power disc brakes. Ex. condition, $2,200. Phone 368-1812.

(54) 66 MERCEDES BENZ 230SL hardtop convertible, excellent condition. Will consider some trades. Serious offers only please. 751-1948 after 5.

(55) MUST SELL, 1956 CORVETTE roadster. Very good condition. For more information phone 368-1989 after 6 or 368-2928 days. Ask for Gene.

Skill

9.1.9 Cont'd

1. Which ad would you answer if you wanted to buy a skateboard for your daughter?
   - a) No. 21
   - b) No. 20
   - c) No. 19
   - d) No. 47

2. Which ad would you answer if you wanted to sell your child's bike?
   - a) No. 21
   - b) No. 22
   - c) No. 27
   - d) No. 30

3. Which ad would you answer if you had only $3,000 to spend on a sports car?
   - a) No. 53
   - b) No. 50
   - c) No. 46
   - d) No. 49

4. Which ad would you answer if you were looking for a part-time job?
   - a) No. 2
   - b) No. 4
   - c) No. 8
   - d) No. 12

5. Which ad would you point out to a friend if she could spend no more than $200 per month on rent?
   - a) No. 36
   - b) No. 37
   - c) No. 42
   - d) No. 43

9.1.10 Classifying.

9.1.11 Categorizing

9.2 READING -- Comprehension (Inferential)

Goal

9.2 To enable students to understand what is not explicitly stated.

Skill

9.2.1	Inferring meaning when word identification skills may be weak.	See - READING -- Context Clues 7.1.2
9.2.2	Drawing conclusions.	See 7.1.1 - THE CARIBOU ARE CROSSING Item 7 See 9.1.7 - INSTRUCTIONS TO INFORMATION CLERK Item 3
9.2.3	Predicting outcomes.	See 7.1.1 - THE CARIBOU ARE CROSSING Item 8
9.2.4	Comparison and contrast.	See 7.1.1 - THE CARIBOU ARE CROSSING Item 9
9.2.5	Identifying author's purpose.	See 9.1.3 - THE HOME REPAIRER'S TOOL KIT Item 4, 5 & 6
9.2.6	Identifying mood, humor, pathos, attitude, tone.	See 7.1.1 - THE CARIBOU ARE CROSSING Item 9
9.2.7	Understanding relationships.	See 7.1.1 - THE CARIBOU ARE CROSSING Item 10
9.2.8	Making an inference.	See 7.1.1 - THE CARIBOU ARE CROSSING Item 11

9.3 READING -- Comprehension (Critical)

Goal

9.3 To enable students to make judgements about what they read according to their knowledge and values.

Skill

9.3.1 Recognizing bias, fact, opinion, propaganda, point of view.

Some communications are strictly fact; these are unbiased. Some are fact but from a special point of view, usually for some advantage; these are biased.

DIRECTIONS: FOR EACH OF THE FOLLOWING ITEMS, DECIDE WHETHER THE SOURCE OF INFORMATION IS BIASED. CIRCLE a) FOR BIASED AND b) FOR UNBIASED.

1. Advertisement on T.V. for travel to Jamaica.

   a) Biased.
   b) Unbiased.

2. Newspaper sports section for scores of games.

   a) Biased.
   b) Unbiased.

3. Insecticide companies comments on pollution.

   a) Biased.
   b) Unbiased.

9.3.2 Differentiating between reality and fantasy.

See 7.1.1 - THE CARIBOU ARE CROSSING
Item 12

9.4. READING -- Comprehension (Appreciative)

Goal

9.4 To help students recognize the emotional and aesthetic responses to reading.

Skill

9.4.1 Responding to author's use of language.

9.4.2 Responding to author's use of content.

9.4.3 Responding to author's use of characters.

9.4.4 Responding to author's use of incidents.

DIRECTIONS: Have the student choose a novel or biography. Direct him/her to complete the reading within ten days. The instructor and student will then hold a book conference and the student will respond to questions such as those suggested. Choose from the categories which are suitable to the type of book read.

I. Comprehension Skills

A. Central Thought.

1) What kind of story/article is this?

2) Can you give the main idea in one sentence?

3) Does the time or setting make a difference to the story?

4) Does this book/article remind you of any other book/article?

5) What is the main emotion suggested by this story?

6) How does the title of the book/article relate to the book/article?

7) Was the conclusion predictable? Why?

8) In which incident did you see the climax of the story?

Skill

9.4.1
9.4.2
9.4.3 Cont'd
9.4.4

B. Inferences and Critical Reading.

1) Is there a lesson to be learned from this book/article?
2) Do you think you can believe what this book/article says? Why? Why not?
3) What problem does this article suggest?
4) Does the article suggest solutions?
5) Can you suggest any solutions?
6) What was the problem of _________ in this book?
7) When you read this book/article did you get any ideas which were not actually put into words?

C. Value Judgements.

1) What is your opinion about _______ in the story/article?
2) Is this something everyone should read? Why? Why not?
3) Do you believe everything you read? Why? Why not?
4) Can you trust what this author says? Why? Why not?
5) Could you get into an argument over this book/article?
6) Did anything in this book/article make you change your mind about something?
7) Would you like to discuss your change of mind?
8) Is it right for someone to print only part of a story?

D. Author Purpose.

1) If you could talk to the author what would you say?
2) What is the author trying to tell the reader about life?
3) What do you know about this author?
4) Do you think this book is influenced by the author's own life.
5) Do you think this article is influenced by the author's own experience?

Skill

9.4.1
9.4.2
9.4.3 Cont'd
9.4.4

E. Plot Sequence.

1) If this story were a play what main events would make up each act?

2) If such and such happened before so and so, does it make any difference to the story?

3) After ______ what happened next?

4) What were the highlights of the story as they happened?

II. Personality Adjustment and Reading Selections

N.B. Because of the extreme sensitivity of some of the adults in our classes, questions in this section should be used very selectively.

A. Insight into Personal Interest in the Story.

1) Why did you choose this book?

2) Did you ever have an experience like this?

3) If you could change anything about this story, what would you change? Why?

4) Did you enjoy the story? Why? Why not?

5) Can you identify with any of the characters? Who? Why?

6) Were there any characters you disliked? Who? Why?

B. Awareness of Peer Group Reaction.

1) Do you think there are some people in the classroom who would like the kind of books you like? Why do you think this is so?

2) What might be an appropriate way to share this book?

C. Insight into Possible Personality Behavior Change.

1) Did you have a problem like the person in the story?

2) Did you get some help with your problem from reading it?

3) Does this story make you feel like doing something? What?

Skill

9.4.1
9.4.2
9.4.3 Cont'd
9.4.4

D. Survival Skills.

1) If _________ situation happened to you, which community agency could you contact for help?

2) How can the telephone book help you in ________situation?

3) Which department or person in government would you write to regarding the __________situation?

4) How could have __________in the story/article tried to influence government?

5) If you wanted to improve a skill such as ___________ described in the story/article, how would you go about finding a class?

III. Mechanical Skills

A. Word Definitions.

1) Can you tell me what this word means?

2) Can you give me another word that means the same thing?

3) Can you give me a synonym, antonym, homonym?

4) Show me how you would find _________ in the dictionary.

B. Study Skills.

1) Show me the index, table of contents, etc.

2) Find the page where ________is described.

3) How can you find things in the index, etc.?

4) Can you find the general topic of this story in another book?

C. Ability to Analyze Unknown Words.

1) What do you do about hard words?

2) Can you give me the root word?

3) Can you show where the word can be broken into syllables?

S[illegible]l

9.4.1
9.4.2
9.4.3 Cont'd
9.4.4

IV. Ability to Hold Audience Attention

A. Oral Reading of Selection.

1) Read a selection from your book/article to me.
2) What led up to that section?
3) What followed that section?

B. Re-tell your Story Briefly.

(Developed by Gail Smythe, Kwantlen College.)

9.5 READING -- Comprehension (Reflective)

Goal

9.5 To enable students to understand that even when a writer's chosen language creates a reality, apparently different from that of the reader, the information may be applicable and can be absorbed usefully into the student's own life.

Skill

9.5.1 Using new skills learned by reading.

9.5.2 Changing direction in one's life.

9.5.3 Approaching a problem in a new way.

9.5.4 Pursuing a new idea.

9.5.5 Going beyond what is read to arrive at a new conclusion.

9.5.6 Discarding that which is not useful.

These skills are results of reading which can be formally tested only in very artificial ways. Often they will be noticed only after a student has completed the program. At this point, check by asking the student such questions as:

- What have you read lately?
- How have you used reading in a way important to you?

READING ANSWER KEY

Skill	Cross Ref. Skill	Item	Answer
7.1.1		1	c
		2	b
		3	b
		4	d
	9.1.1	5	b
	9.1.6	6	d
	9.2.2	7	b
	9.2.3	8	c
	9.2.4 & .6	9	d
	9.2.7	10	b
	9.2.8	11	d
	9.3.2	12	c
	9.1.1	13	c
	9.1.5	14	b
7.1.2		1	b
		2	b
8.1.1		1	c
		2	c
9.1.2		1	d
	9.1.3	2	a
	9.1.3	3	a
	9.1.4	4	1,4,3,2,5
	13.1.1	5	c
	13.1.1	6	b
	13.1.1	7	d
	13.1.1	8	a
	13.1.2	9	c

Skill	Cross Ref. Skill	Item	Answer
	13.1.2	10	a
	13.1.2	11	b
	13.1.3	12	d
	13.1.3	13	b
	13.1.3	14	a
	13.1.4	15	nosedived windshield
9.1.3		1	c
		2	d
	9.1.5	3	c
	9.2.5	4	b
	9.2.5	5	a
	9.2.5	6	c
9.1.4		1	b
		2	a
		3	c
9.1.7		1	a
		2	c
	9.2.2	3	c
9.1.9		1	c
		2	b
		3	a
		4	b
		5	d
9.3.1		1	a
		2	b
		3	a

WRITING

Writing

Preparing

Become familiar with the general purposes of the Assessment Kit (p. v), and the section in the Background which relates to the Writing section.

Review your specific purposes for giving an assessment to this student or group at this time. It will probably be for placement, progress checking or program evaluation. What information do you hope to get from the exercise? What decisions do you hope to make on the basis of the results?

Decide which skills you want to assess and find the corresponding items. If you do not find what you want, modify an existing item or use the item as a model for a new item of your own. You may wish to consider particularly local adaptations for ethnic or community background, ESL background, or any other special circumstances.

Put together a master set of the test items and duplicate enough clear copies. Prepare an answer key, rating scales (See Follow Up below.)or observation checklist.

Decide on any special conditions (e.g., dictionary abailable/not to be used), arrange for a quiet comfortable atmosphere, free of distractions, and allocate time.

Let students know in advance what the purpose of the assessment is, what they will be expected to do, and how the results will be used.

Doing

Note that some items will be more suitable for individual than group administration.

If not done already, ensure students know what is going on and why.

Give the student or group the assignment, along with the appropriate writing materials.

Ensure that the student or group is doing the assignment.

Be clear about any time limits and how students will know how much time is left.

Follow Up

Remind yourself about your purposes.

Examine and evaluate the responses. See special note about rating scales, below.

Interpret the results in light of your purposes and the decisions that you may be able to make now. Take into account all relevant information about student performance, capacity, goals and needs.

Discuss the results of the assessment with the student.

Rating Scales

Several rating scales are included in this section of the Kit. These are offered as *examples* of how direct assessment of writing ability may be made more objective and reliable than a single letter grade or percentage score. Instructors may also wish to share and discuss the scales with students.

The rating scale for compositions given after items 10.1.4 is holistic. The student response is read for an overall or holistic impression and a rating assigned on a scale of 1 to 6. In this reading, factors such as grammar, usage, spelling and handwriting may affect the total impression, but the reader should try not to dwell on these specifics.

The same piece of writing, or a different one, could be rated for specific traits, using one of the other rating scales from this section. The scales for sentence structure, spelling, vocabulary and handwriting are examples of analytic scales. The aim of a reader using one of these scales will be to rate the response on one specific aspect of writing skill at a time.

Do not mark all student writing on all scales. This could be confusing to student and instructor alike. Ratings should be recorded and interpreted separately. Adding rating scores from different scales would not be valid or useful.

The scales themselves were adapted and considerably modified from those used in the BC Assessment. For selected items which were field tested (See pp.263-265.) a competence level has been indicated at the end of the scale description. These levels were assigned according to the project review panel. Items with no competence level indicated were those for which insufficient field test data have been obtained.

10.0 WRITING -- Composition

Goal

10.1 To improve writing skills by developing and applying knowledge of the structure of the language, the conventions of written expression, levels of vocabulary and the varieties of style and degrees of formality suitable for different writing tasks.

Skill

10.1.1 Write a list of items, arranged in a limited number of categories.

1. Make a list of 10 items you might need to buy on your next visit to the supermarket. Group them in columns in any reasonable way (e.g. meats, fruits and vegetables, dairy products, cereals; or breakfast, lunch and dinner items).

2. You arrive home to discover that someone has broken into your place and stolen some of your most valuable possessions. The police later ask you for a list of the stolen items. List 10 of them in order with the most expensive at the top and the least expensive at the bottom. Give a dollar value for each item.

3. You are going on a camping trip. List in order of importance the 10 most important things you have to take with you. List the most important at the top.

4. Make a list of 10 important phone numbers to have near your phone. List them in three columns. Make up the numbers if you don't know them.

Friends and Relatives		Emergencies		Other Numbers	
Name	#	Service	#	Name	#

Skill

10.1.1 Cont'd

Rating Scale

1) Up to 5 legible items, but not clearly in a list or category form.
2) Up to 5 legible items in a list, but with some items out of required order.
3) 6 to 10 legible items in a list, but not in any order.
4) 6 to 9 legible items in a list, perfect order or minor ordering error.
5) 10 legible items in a list, in perfect order.

NOTE: No penalty for extra items over 10.

COMPETENCE: 4

10.1.2 Write a set of simple, clear instructions, in a logical sequence, to guide another person through a stated task.

1. When you make or do something, you often follow a certain procedure, or sequence. There are definite steps to follow, for instance, in baking bread, painting a house or repairing a car.

   ASSIGNMENT

   First, choose something that you know how to do. Write it as a title at the top of your answer page ("How to ....").

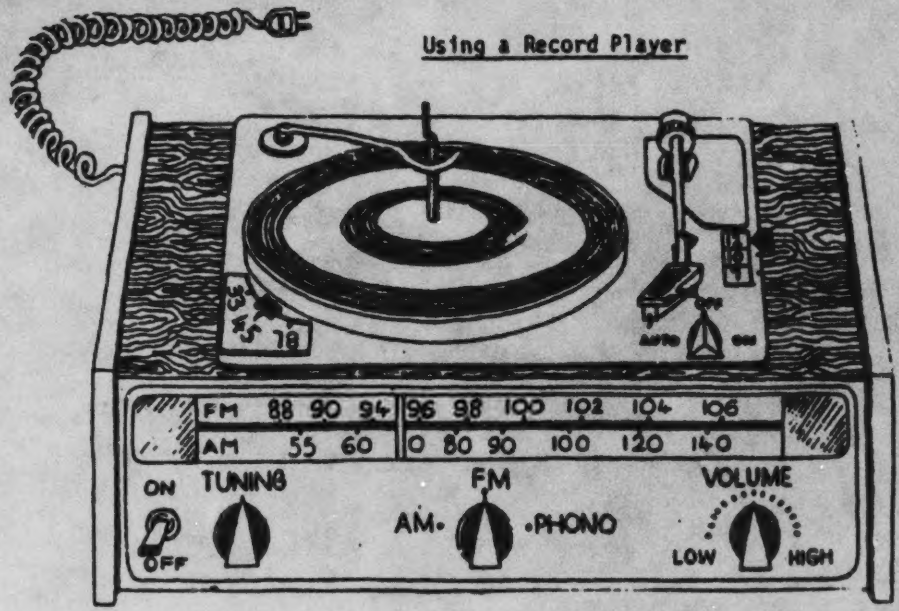
   Then, describe from the beginning the steps to follow in order to make it or do it. Make the directions as simple and clear as possible. Try not to leave out anything important. You may write in point form.

Skill

10.1.2 Cont'd

2.

Using a Record Player


33 1/3
45
78
OFF
AUTO
ON
FM 88 90 94 96 98 100 102 104 106
AM 55 60 0 80 90 100 120 140
ON
OFF
TUNING
FM
AM
PHONO
VOLUME
LOW
HIGH

Because you have to work, you can't be at the party, but you agree to lend your record player. Since you don't know who will be using it and they may not know how it works, you decide to write a set of careful instructions. Your directions should specify all operating instructions, including the speeds at which different records are played: 45 r.p.m. for 7" records, 33 r.p.m. for 12" records.

ASSIGNMENT

Write a set of instructions for using the record player shown in the diagram. Make things as clear as you can and try not to leave anything out. You may write in point form. You do not have to write in complete sentences.

(B.C. Assessment of Written Expression, 1978 General Report, p. 138.)

Skill

10.1.2 Cont'd

Rating Scale

Criteria - 1) Topic clear and specific,

2) Directions clear but may be incomplete.

3) All key steps included.

4) Grammar and spelling free of errors which might confuse meaning.

Scale - Give 1 point for each criterion satisfied.

COMPETENCE: Not assessed.

10.1.3 Write and address a letter in appropriate style and form to achieve a stated purpose.

1. (Letter of inquiry/request.)

You are planning to move to Resclute Creek, B.C., to accept a job there. Write to the Information Officer at the Chamber of Commerce, P.O. Box 169 in Resolute Creek, B.C. (The postal code is V6T 3R3.) Ask for the information you would like to have. Be as clear as possible about what you want. When you have finished and signed the letter, address the 'envelope' provided.

2. (Letter of complaint.)

B.C. Telephone Company has just cut off your telephone service. They explain that they're taking this action because you haven't paid your last two bills. You know that you did pay them. You kept records of the cheques and the dates you mailed them. Write to the Manager of the Customer Service Department at the offices of B.C. Telephone Company. Their P.O. Box number is 6767 in Vancouver B.C. and the postal code V6B 4L6. In your letter, explain that you have paid the bills and ask them to reconnect your phone without charge. Address the envelope provided.

Skill

10.1.3 Cont'd

3. (Letter of invitation.)

You have heard that Eric Nicol, a well-known humorous writer for the Province newspaper, will be visiting your community or nearby town on May 15. Your class (or community group) asks you to invite him to talk to the group at a lunch meeting. Write the letter to invite him. His address is Editorial Office, The Province, 2250 Granville St., Vancouver, B.C. The postal code is V6H 3G2. Address the envelope provided.

4. (Letter of job application.)

You have just seen an ad in your local paper for a job. It is exactly what you are looking for. Write a letter, applying for the job. Mention what the job is, where you read about it, and why you are qualified to apply. Do this in letter form, but don't use a resume this time. Address the envelope to P.O. Box 12, Parksville, B.C., V9S 3T3.

5. (Letter of job application.)

Here are three ads from the Help Wanted section of a newspaper. Read all these ads. Then choose ONE job that you would like to have if you had to apply for one of them. Write a letter applying for the job that you chose. Write the letter as if you were actually trying to get the job. Address the envelope supplied.

(Instructor to supply local job ads including those likely to interest class members.)

Skill

10.1.3 Cont'd

Rating Scale

There are separate criteria and rating scales for the CONTENT of the letter, and the FORMAT of the letter and envelope.

A. CONTENT OF LETTER

Criteria - 1) Purpose (i.e. application for a job is stated or clearly implied).

2) The job is specified.

3) The applicant's qualifications are mentioned.

4) The tone is appropriate.

Scale - Give 1 point for each criterion satisfied.

COMPETENCE LEVEL: 4

B. FORMAT OF LETTER & ENVELOPE

Criteria - 1) Letter contains writer's address and date.

2) Letter features an opening (salutation) and a closing (Yours ....).

3) Envelope address is sufficient for delivery to destination.

4) Overall appearance and presentation satisfactory (e.g. margins, layout, tidiness).

Scale - Give 1 point for each criterion satisfied.

COMPETENCE LEVEL: 4

10.1.4 Write a short composition of two or more paragraphs in order to:

a) describe a person, object or scene;

b) retell an event;

c) state and support an opinion.

READ THE FOLLOWING ASSIGNMENTS CAREFULLY. CHOOSE ONE YOU WOULD LIKE TO DO. THINK ABOUT WHAT YOU ARE GOING TO WRITE. PLAN YOUR WORK. WRITE TWO OR MORE PARAGRAPHS. GIVE YOUR INSTRUCTOR A COPY OF THE WORK WHEN YOU ARE SATISFIED WITH IT.

1. You are writing to a relative or friend in another province or country, to describe the community where you live now. Your reader has not yet visited it, so your description should give a good idea what it is like to live in your community.

Skill

10.1.4 Cont'd

2. Tell the story of an accident which happened to you or which you saw happen to someone else. Explain the events and why they occurred. If you can, say how the accident might have been avoided.

3. A weekly magazine recently asked its readers to write to the editor about this question:

> What makes you angry? Many people are angry about inflation and the cost of living, or about the crime rate, or the number of strikes. Do you feel like complaining about something? Complain to us. Complain about anything. We'll publish some of your complaints and send others to people who could solve the problems.

(From The Canadian Magazine,
Jan. 4, 1975.
Reproduced by permission of
the publisher.)

Thousands of Canadians wrote in to the magazine. Write your response.

4. Some people think that a woman's place is in the home. Others do not. Write to the editor of your local newspaper. State your opinion clearly and explain why you think that way.

5. Some people think that handicapped people should be educated in special classes, separate from other people. Others do not. Write to the principal of your local school or college. State your opinion clearly and explain why you think that way.

Skill

10.1.4 Cont'd

Composition: Holistic Rating Scale

Description of rating scale points:

1) Incomprehensible or does not address topic.

2) Comprehension difficult.
   Fails to stay on topic.
   Excessive problems with grammar.

3) Reasonably clear, but lacks fluency.
   Stays on topic.
   Superficial approach.
   May lack organization or development.
   Weak sentence structure (may contain numerous fragments and/or run-ons).
   Some grammar problems.

4) Clear and fluent.
   Limited number of ideas.
   Main idea(s) given some support.
   Organized in paragraphs.
   Sentences have structure, may lack variety.
   Some grammar problems.
   Some problems of unity and coherence.

5) Substantial content.
   Good use of detail.
   Above average vocabulary.
   Organized into good paragraphs.
   Has sentence variety.
   Written with clarity.
   May have minor grammatical lapses.

6) Content substantial and shows evidence of critical thinking.
   Main idea effectively presented, developed and concluded.
   Good paragraph structure and organization.
   Few grammatical flaws.

COMPETENCE LEVEL: 4

Mechanics of Sentence Structure Rating Scale

Basis of the scale: Frequency and severity of errors.
Length of composition must be considered.

NOTE: This scale not concerned with style.

Major errors: Run-on sentences, fragments; ineffective subordination, subject-verb disagreement, end punctuation.

Minor errors: Adjectives, adverbs, pronoun reference, internal punctuation.

Scale points:

1) Comprehension difficult because of proliferation of errors. No sense of sentence control, e.g. may be one long run-on sentence.

2) Requires significant effort by reader. Several types of major errors repeated frequently, along with several minor errors. Little sentence control.

3) Structure does not hamper comprehension despite: several types of major errors or one major error repeated. May contain frequent run-ons and subordination problems.

4) Few major errors or several minor errors. Comprehension not affected.

5) No major errors. Few minor errors. Comprehension not affected.

Spelling Rating Scale

NOTE: Count each error once only.

1) Extreme spelling difficulty.
2) Many errors.
3) A few errors.
4) No errors.

Skill

10.1.4 Cont'd

Vocabulary Rating Scale

Basis of scale: Appropriateness, variety and specificity.
NOT COMPLEXITY OR SPELLING.

1) Limited vocabulary. Basic words used in a conversational manner. Errors in word use.

2) Some word variety and specificity. Somewhat conversational. Reliance on general words.

3) Uses specialized words (e.g. "shuffled" rather than "walked"). Varied word choice. Not repetitive.

4) Superior vocabulary used with precision. Appropriate to subject matter.

Handwriting/Printing Rating Scale

Basis of scale: Legibility only.

1) Virtually illegible. Many words require two or three re-readings.

2) Readily legible. Spacing adequate.

Skil

10.1.5 Demonstrate knowledge of the most common terms used in the study of written language.

1. Associated Press.

STATESVILLE, N.C. - Her husband was slumped over dead in the seat next to her, the plane was wobbling out of control, and Judy Newton didn't know how to fly.

First, she screamed. "My whole life flashed in front of me."

She considered crashing the plane into a mountain so she and her husband could die together, then remembered their two sons, aged eight and 22. That's when she radioed for help and a flight instructor took to the air to guide her to a safe landing.

Newton, 40, and her 41-year-old husband, Charles, were flying from Morganton to Mocksville - about 130 kilometres - on Sunday after visiting friends.

"We were talking," she recalled. "He was telling me why we were flying lower on the way back... He said, 'I feel faint,' then collapsed. I just started screaming." As the plane lurched, she grabbed the controls and also began wrestling with her emotions. She had once started flying lessons but had given up.

She tried to revive him, apparent victim of a heart attack. She shook him, unbuttoned his collar and opened a window for fresh air. Meanwhile, the plane lost altitude and went off course. She grabbed the microphone and radioed for help.

(From the Vancouver Province, Feb. 25/81.
Reproduced by permission of the publisher.)

- - -

From the newspaper story, find ONE example of each of the following terms. Write the example in the space next to the item.

SAMPLE: Person's name __Judy__

1) Capital letter ____________________
2) Small letter ____________________
3) Word ____________________
4) Complete sentence ____________________
5) Contraction ____________________
6) Phrase ____________________
7) Clause ____________________

Skill

10.1.5 Cont'd

2. What are the names of the following punctuation marks? Choose your answers from the list shown. Write the answer next to the punctuation mark.

1) ? ____________________
2) " ____________________
3) ! ____________________
4) ; ____________________
5) . ____________________
6) , ____________________

Capital
Colon
Comma
Exclamation Mark
Period
Possessive
Question Mark
Quotation Mark
Semi-colon

3. Read the newspaper article (A) below. Some words have been underlined. These words are all the same part of speech. Decide what part of speech each of the words must be and write it in the answer space. Choose from the words in the box. The first one (A), is an example of what to do. Read it, then do the rest of the items.

CHOOSE ANSWERS
FROM THIS BOX

Adjectives
Adverbs
Nouns
Pronouns
Verbs

3. Cont'd

ARTICLE A

Pot Stays an Offence

OTTAWA (CP) - Solicitor-General Robert Kaplan says that possession of cannabis drugs such as hashish and marijuana will remain an offence under amendments to drug laws to be brought before Parliament.

"But the law will be modernized to bring it more into line with current values and concerns," Kaplan told the Commons justice committee Tuesday.

(From the Vancouver Province, May 20/81.
Reproduced by permission of the publisher.)

ANSWER: All the words underlined are nouns.

ARTICLE B

Newfoundland Claims Titanic as 'Resource'

Canadian Press. ST. JOHN'S, Nfld. - Premier Brian Peckford has added the Titanic to Newfoundland's claims that already include offshore oil and gas.

He thinks the remains of the Titanic, which sank when it hit an iceberg April 14, 1912 with the loss of nearly 1,600 lives, and now lies on the Grand Banks, could be a tourist attraction if plans to raise the ship ever succeed.

The matter was mentioned in the legislature's question period Tuesday by Steve Neary (L-LaPoile).

"Is the Newfoundland government going to lay claim to this valuable tourist resource?" Neary asked.

Peckford quickly replied the government is researching the matter.

(From the Vancouver Province, May 20/81.
Reproduced by permission of the publisher.)

ANSWER: All the words underlined are ______________.

Skill

10.1.5 Cont'd

3. Cont'd

ARTICLE C

Food Costs Could Rise 14% in '81

United Press Canada. OTTAWA - Food prices rose at a slower rate in April than they did for the previous eight months but Agriculture Canada analysts predict that food costs could increase by up to 14 percent this year.

In its monthly survey of 12 Canadian cities, the department said Tuesday the average cost of feeding a family of four was $80.39 weekly last month - up only 56 cents from March due to lower prices for sugar, fresh vegetables, poultry and pork.

The total increase amounted to a negligible 0.15 percent last month, the lowest monthly rise since September, 1980, when prices for food actually declined by 0.01 percent.

In the last 11 months, when the department revised its food price monitoring system, food costs had increased by 11.34 percent - slightly less than the official inflation rate of 12.6 percent.

"But we're still looking for prices to increase by 12 to 14 percent for 1981," said Zuhair Hassan, an Agriculture Canada food analyst. "We will probably see a more rapid increase later."

(From the Vancouver Province, May 20/81.
Reproduced by permission of the publisher.)

ANSWER: All the words underlined are ______________.

Skill

10.1.5 Cont'd

3. Cont'd

ARTICLE D

Robbers Decided to Return His $6.

Province Staff Reporter.

Sometimes it pays to be just a common working guy.

Ask Keith Amstutz.

He's a security guard at Granville Market in Vancouver. Early Monday morning, at 4:10 a.m. to be precise, he heard a cash register ringing.

"I went to check it out and found two kids, about 16 or 17."

"One had a knife, the other had a tire iron."

They told him to lie down - or they'd kill him.

"So I lay down," he said. "They tied my hands with shoelaces, and tied a cloth around my face."

They also lifted his wallet. It held $6.

That's when Keith's luck turned.

"One of them said, 'Hey, six bucks! He's just a working guy. Give it back, man.'"

And they did.

And later Keith worked the bonds loose and called the police.

They're still looking for suspects.

And Keith, 26, the common working guy, is taking a couple of days off.

(From the Vancouver Province, May 12/81.
Reproduced by permission of the publisher.)

ANSWER: All the words underlined are ________________.

Skill

10.1.5 Cont'd

4. From the newspaper story below, find two examples of each of the following parts of speech. Write the two examples in the spaces beside each part of speech. The first one is done for you.

Free Bus Shelters Tempt City

Seaboard Advertising has, once again, proposed to build bus shelters in Victoria at no cost to the city and this time some of the aldermen are tempted to accept the offer.

Whether or not the city will go for it will be decided at next week's council meeting.

The company proposes to build bus shelters of metal and glass. One end of the shelter would be reserved for advertising. Ten percent of the advertising space would be for public announcements.

Seaboard would pay for the construction and maintenance of the shelters.

"I can see nothing wrong with it," Ald. Frank Carson told a public works committee meeting Thursday.

"I like it because it saves money," said city engineer John Sansom.

Ald. Robin Blencoe said he didn't like the idea because of the "visual pollution."

The city had done a good job banning billboards and roof signs when it introduced its tough sign bylaw years ago and he wouldn't want to see that bylaw "watered down," Blencoe said.

But Ald. John Cooper said there was another side to the story. As long as there weren't enough bus shelters, he said, it was difficult to get people out of their cars into buses.

"They don't want to be standing on street corners and get blown away and soaked," Cooper said.

Seaboard's proposal, he added, was quite sensitive and wouldn't turn the streets into an "advertising chaos."

4. Cont'd

In a letter to council, Seaboard said nine B.C. municipalities, including Esquimalt, had entered into agreements with the company for bus shelters.

The city had twice before rejected similar proposals by Seaboard.

(From Victoria Times-Colonist, Feb. 20/81.
Reproduced by permission of the publisher.)

	Parts of Speech	Examples from the News Story	
Sample:	Noun	money	
	Adjective		
	Verb		
	Adverb		
	Pronoun		

Skill

10.1.6 Identify and correct common errors of usage, capitalization, punctuation and word choice in a given piece of writing.

1. Usage

A friend of yours has written part of a letter to a relative who is always concerned about good writing. Your friend asks you to find and correct the words in the letter which are wrong.

CORRECT each of the following items where necessary. You may cross out, add, or change words. Some items may not need to be changed. The example shows you what to do.

EXAMPLE: Everybody in the class wanted to go ~~at~~ on the field trip.

1) Terry and me are in the same class.

2) A list of instructions for the field trip were given to us.

3) One instruction says each member of the class must carry their own lunch.

4) Just between you and I, the instructor is very strict.

5) We don't never have days when there is no work to do.

6) We all enjoy the work anyway.

7) Mary is better at organizing trips than Wendy, but she doesn't explain things as good.

8) Only one of them can go on the trip. Tomorrow we'll find out who it will be.

2. Capitals

You are sending written directions to a friend who is driving from Alberta to visit you next month. Another friend typed the letter for you, but she left out all the capital letters.

Read each sentence carefully. Write capital letters over the letters that should have them. The first one has been done for you.

A J S
1) as you know, we're still living with john sanders.

2) i'll tell you the best way to john's house.

3) on saturday and sunday the roads are usually quiet, except in summer.

4) you follow highway 1 going west until you get to the exit for clearbrook.

5) you turn right there, past the esso gas station and clearbrook high school.

6) keep going until you get to the local hospital, then take a left.

7) now you'll be on bevan road and you can see the fraser river on the right and mount baker on the left.

8) at the end of bevan road, turn right and you'll be on robertson avenue. we live at 1165 robertson.

9) if you haven't arrived by thanksgiving, we'll come looking for you.

Skill

10.1.6 Cont'd

3. Punctuation

You get a job as an assistant in an insurance office. Your boss gives you this accident report to correct. You see right away that there are a lot of punctuation errors. Put in all the punctuation that is needed. An example is done for you.

EXAMPLE: Five accidents, none of them fatal, were reported to this office last week.

1) This is the report of an accident which happened in Whiskey Creek Vancouver Island British Columbia on Saturday May 31 1981

2) The accident involved a car a bicycle and a young woman

3) The young woman dressed in a track suit was running by the side of the road

4) A cyclist also on that side of the road was riding straight towards her

5) The cyclist wasn't looking at her she shouted look where you're going

6) The cyclist suddenly looked up saw her and went right in front of the car a 1981 Datsun

7) After the accident both the car driver and the cyclist said they had no time to stop

8) The woman runner said are you going to blame me

Skill

10.1.6 Cont'd

4. Word Choice

You are the secretary of a volunteer group in your local community. You have to send out a report of the last meeting. Someone else wrote this rough account of what happened at the meeting. As you see, they weren't sure of quite a few words.

CIRCLE the right choice in each pair of words. The first has been done for you.

[✓ to decide]
The meeting was held for deciding whether to increase the fees.

Most
Almost all the members attended. There was a difference of

among
opinion between three groups of members. The first group said

alright
that the present fees were all right and should not change. The

fewer
second group said the fees were less than the club needed every

of already
year and should have gone up all ready. The third group said that

rise
the club needed more members to raise more money. Then they could

effect amount
have more affect in the community. The number of members was the

bigger
same now as in 1975. The third idea had the biggest support. The

very hard
club decided to try good and hard to get more members. If each

another double
member signed up an other one, they could twice the income of

inside of
the club in a year. This action would be better than just

number themselves
paying a larger amount of money theirselves.

ANSWERS TO ITEMS FOR SKILL 10.1.6

Note: These are basically tests of proofreading, not composition.
A satisfactory response is to find the error and make the appropriate correction.

Answer Key

Item 1:
1) ~~me~~ I
2) ~~were~~ was
3) ~~their~~ his/her
4) ~~I~~ me
5) ~~never~~ ever
6) (correct)
7) ~~good~~ well
8) (correct)

Item 2:
2) I'll tell you the best way to John's house.
3) On Saturday and Sunday the roads are usually quiet, except in the summer.
4) You follow Highway 1 going west until you get to the exit for Clearbrook.
5) You turn right there, past the Esso gas station and Clearbrook High School.
6) Keep going until you get to the local hospital, then take a left.
7) Now you'll be on Bevan Road and you can see the Fraser River on the right and Mount Baker on the left.
8) At the end of Bevan Road, turn right and you'll be on Robertson Avenue. We live at 1165 Robertson.
9) If you haven't arrived by Thanksgiving, we'll come looking for you.

Item 3: 1) This is the report of an accident which happened in Whiskey Creek, Vancouver Island, British Columbia, on Saturday, May 31, 1981.

2) The accident involved a car, a bicycle, and a young woman.

3) The young woman, dressed in a track suit, was running by the side of the road.

4) A cyclist, also on the side of the road, was riding straight at her.

5) The cyclist wasn't looking at her. She shouted, "Look where you're going!"

6) The cyclist suddenly looked up, saw her, and went right in front of the car, a 1981 Datsun.

7) After the accident, both the car driver and the cyclist said they had no time to stop.

8) The woman runner said, "Are you going to blame me?"

Item 4: Almost, among, all right, less, have, already, raise, effect, number, biggest, very hard, another, double, in, amount, themselves.

HANDWRITING

(See 10.0 WRITING for instructional information)

11.0 HANDWRITING

Goal

11.1 To enable students to write with ease and legibility.

Skill

11.1.1 Write or print (as specified basic personal information in appropriate spaces of common forms such as job applications, change of address cards, etc.

1. Fill-in-the-blanks form.

Each student should have a copy of a common form, preferably in the original, featuring blank spaces or lines which need to be completed.

Most basic personal data will be known from memory, but students should be allowed reference to any materials (e.g. social insurance card, telephone book) they might need in an actual situation.

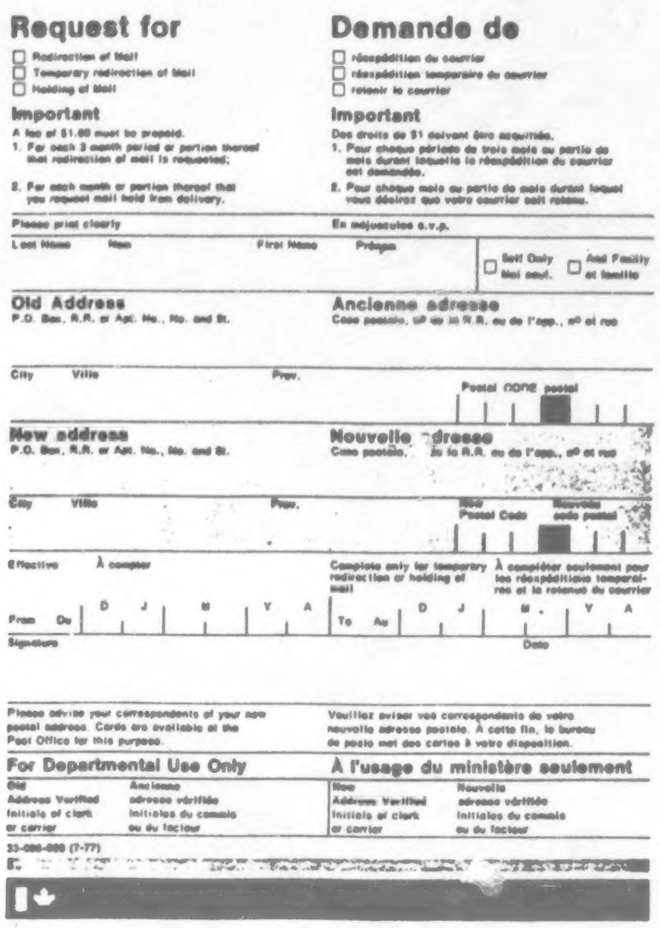
Skill

11.1.1 Cont'd

1. Cont'd

SAMPLE FORMS (Actual Size)

Change of Address Card - for the Post Office to hold or redirect mail.



Request for

☐ Redirection of Mail
☐ Temporary redirection of Mail
☐ Holding of Mail

Important

A fee of $1.00 must be prepaid.

1. For each 3 month period or portion thereof that redirection of mail is requested;
2. For each month or portion thereof that you request mail held from delivery.

Demande de

☐ réexpédition du courrier
☐ réexpédition temporaire du courrier
☐ retenir le courrier

Important

Des droits de $1 doivent être acquittés.

1. Pour chaque période de trois mois ou partie de mois durant laquelle la réexpédition du courrier est demandée.
2. Pour chaque mois ou partie de mois durant lequel vous désirez que votre courrier soit retenu.

Please print clearly — En majuscules s.v.p.

Last Name Nom — First Name Prénom — ☐ Self Only Moi seul. ☐ And Family et famille

Old Address — **Ancienne adresse**

P.O. Box, R.R. or Apt. No., No. and St. — Case postale, nº de la R.R., ou de l'app., nº et rue

City Ville — Prov. — Postal CODE postal

New address — **Nouvelle adresse**

P.O. Box, R.R. or Apt. No., No. and St. — Case postale, nº de la R.R. ou de l'app., nº et rue

City Ville — Prov. — New Postal Code — Nouveau code postal

Effective À compter — Complete only for temporary redirection or holding of mail — À compléter seulement pour les réexpéditions temporaires et la retenue du courrier

From Du D J M Y A — To Au D J M Y A

Signature — Date

Please advise your correspondents of your new postal address. Cards are available at the Post Office for this purpose.

Veuillez aviser vos correspondants de votre nouvelle adresse postale. À cette fin, le bureau de poste met des cartes à votre disposition.

For Departmental Use Only — **À l'usage du ministère seulement**

Old Address Verified Initials of clerk or carrier	Ancienne adresse vérifiée Initiales du commis ou du facteur	New Address Verified Initials of clerk or carrier	Nouvelle adresse vérifiée Initiales du commis ou du facteur

33-086-000 (7-77)

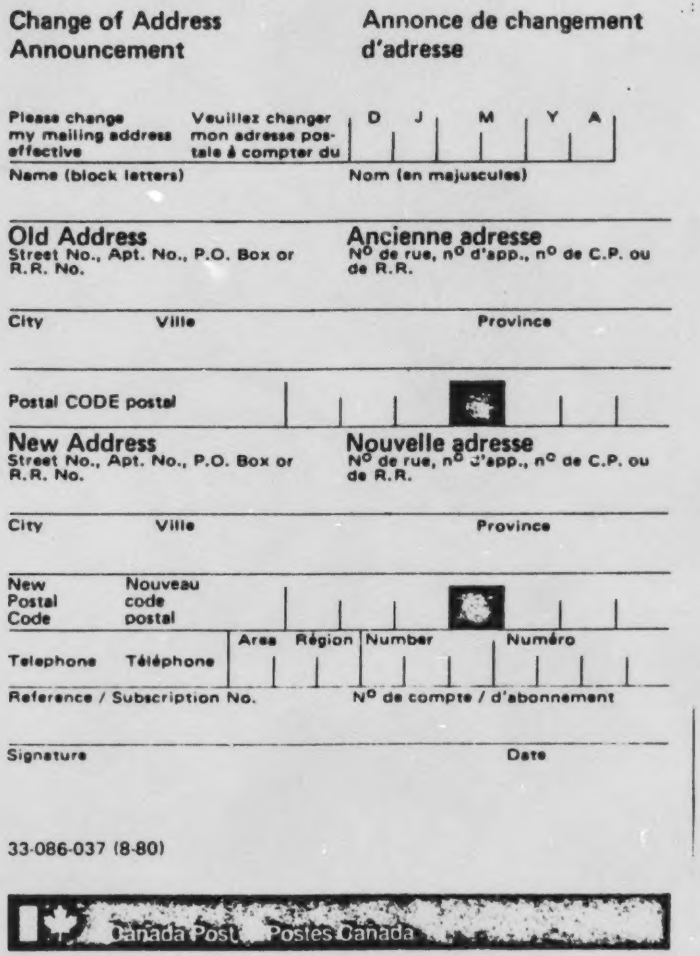
[illegible]

Skill

11.1.1 Cont'd

1. Cont'd - SAMPLE FORMS (Actual Size)

Change of Address Card - to advise friends, relatives, credit card offices, etc.



Change of Address Announcement **Annonce de changement d'adresse**

Please change my mailing address effective Veuillez changer mon adresse postale à compter du D J M Y A

Name (block letters) Nom (en majuscules)

Old Address **Ancienne adresse**

Street No., Apt. No., P.O. Box or R.R. No. N^o^ de rue, n^o^ d'app., n^o^ de C.P. ou de R.R.

City Ville Province

Postal CODE postal

New Address **Nouvelle adresse**

Street No., Apt. No., P.O. Box or R.R. No. N^o^ de rue, n^o^ d'app., n^o^ de C.P. ou de R.R.

City Ville Province

New Postal Code Nouveau code postal

Telephone Téléphone Area Région Number Numéro

Reference / Subscription No. N^o^ de compte / d'abonnement

Signature Date

33-086-037 (8-80)

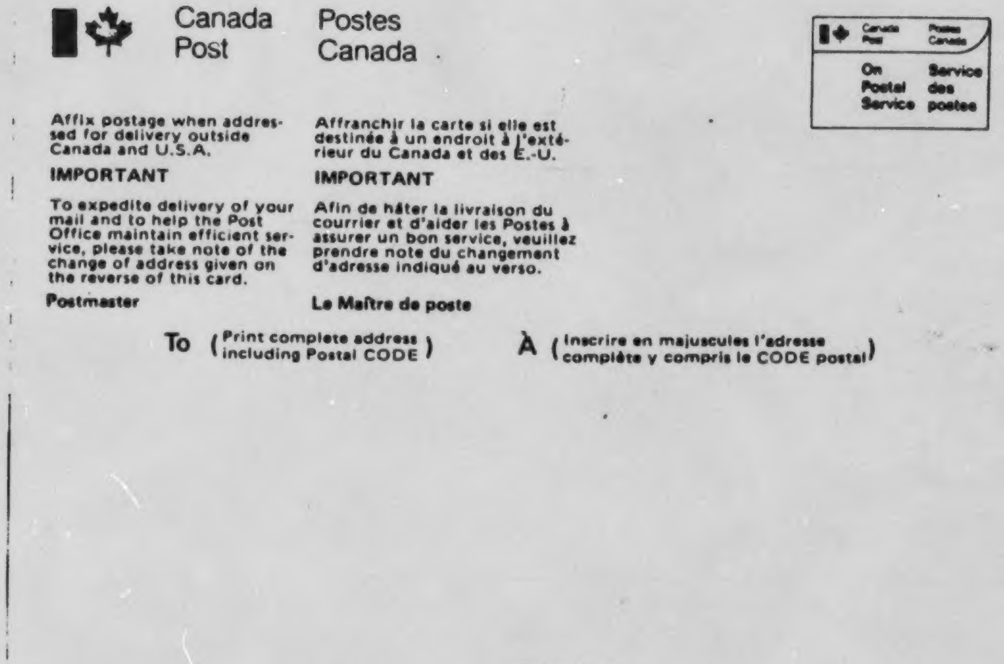
Canada Post Postes Canada

Skill

11.1.1 Cont'd

1. Cont'd - SAMPLE FORMS (Actual Size)

Change of Address Card - flip side.



Canada Post Postes Canada

Canada Post Postes Canada
On Postal Service
Service des postes

Affix postage when addressed for delivery outside Canada and U.S.A.

IMPORTANT

To expedite delivery of your mail and to help the Post Office maintain efficient service, please take note of the change of address given on the reverse of this card.

Postmaster

Affranchir la carte si elle est destinée à un endroit à l'extérieur du Canada et des É.-U.

IMPORTANT

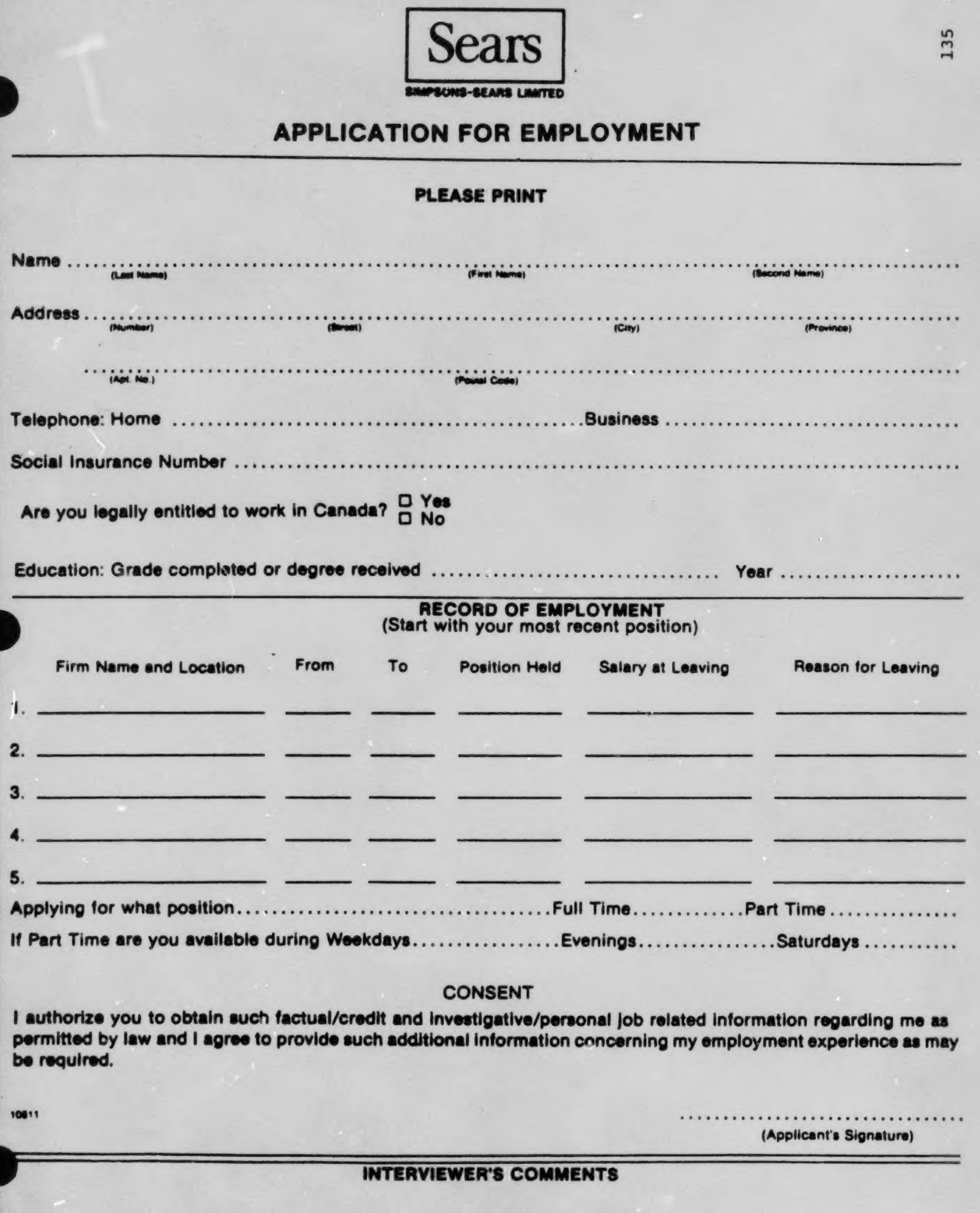
Afin de hâter la livraison du courrier et d'aider les Postes à assurer un bon service, veuillez prendre note du changement d'adresse indiqué au verso.

Le Maître de poste

To (Print complete address including Postal CODE) À (Inscrire en majuscules l'adresse complète y compris le CODE postal)

Job Application Form - See next page.

NOTE: Local, relevant forms should be used whenever possible. An additional source for Canadian form samples is T.F. Elrick and L. Wyle, Forms in Your Life, Globe/Modern Curriculum Press, Toronto, 1976.



Sears

SIMPSONS-SEARS LIMITED

APPLICATION FOR EMPLOYMENT

PLEASE PRINT

Name ....
(Last Name) (First Name) (Second Name)

Address ....
(Number) (Street) (City) (Province)

....
(Apt. No.) (Postal Code)

Telephone: Home .... Business ....

Social Insurance Number ....

Are you legally entitled to work in Canada? ☐ Yes ☐ No

Education: Grade completed or degree received .... Year ....

RECORD OF EMPLOYMENT
(Start with your most recent position)

	Firm Name and Location	From	To	Position Held	Salary at Leaving	Reason for Leaving
1.						
2.						
3.						
4.						
5.						

Applying for what position .... Full Time .... Part Time ....

If Part Time are you available during Weekdays .... Evenings .... Saturdays ....

CONSENT

I authorize you to obtain such factual/credit and investigative/personal job related information regarding me as permitted by law and I agree to provide such additional information concerning my employment experience as may be required.

10611

....
(Applicant's Signature)

INTERVIEWER'S COMMENTS

(From Simpsons-Sears Ltd.
Reproduced by permission of the publisher.)

Skill

11.1.1 Cont'd

2. Computer base form.

An increasing number of forms now use a layout similar to that shown on the next page. It places different demands on the student in terms of accuracy, legibility and consistent use of capitals.

Again, use local forms of this type if available.

Criteria

1) Following the directions on the form, including putting the right information in the right spaces.

2) If specified on the form, letters to be written in a certain way. Forms commonly specify block capitals, printing or (for signature) normal handwriting. Students should know the difference.

3) Legibility (a YES/NO decision only).

All three criteria must be met satisfactorily for the student to be assessed as competent in this skill.

DIRECTIONS: Complete this form.
Print all the information IN CAPITAL LETTERS.

STUDENT INFORMATION DATA BASE FORM

(Please Print, Using Capital Letters)

①LAST NAME FIRST NAME MID. INIT.

②STREET NO. ③STREET NAME AND APT. NO. (if any) (or P.O. Box)

④CITY ⑤ PROVINCE ⑥ POSTAL CODE

⑦PHONE ⑧ EDUC. ⑨NAME OF INSTRUCTOR (LAST) ⑩SEX

⑪NAME OF EMERGENCY CONTACT PERSON ⑫ IN AN EMERGENCY, PHONE

⑬BIRTH YEAR MONTH DAY ⑭ SOCIAL INSURANCE NO. ⑮DATE YEAR MONTH DAY

⑯Signature ______________________________

294

295

Skill

11.1.2 Write one word or two word labels on simple diagrams, as might be used in vocational or adult education courses.

1. Map of home/school area (see next page).
   Student writes in names of streets and buildings.

2. Outline of human body (see second page following).
   Student labels parts from a given list.

3. Diagram of car (see third page following).
   Student labels parts from a given list.

Criteria

Terms should be in correct places, clearly legible, correctly spelled (copied).

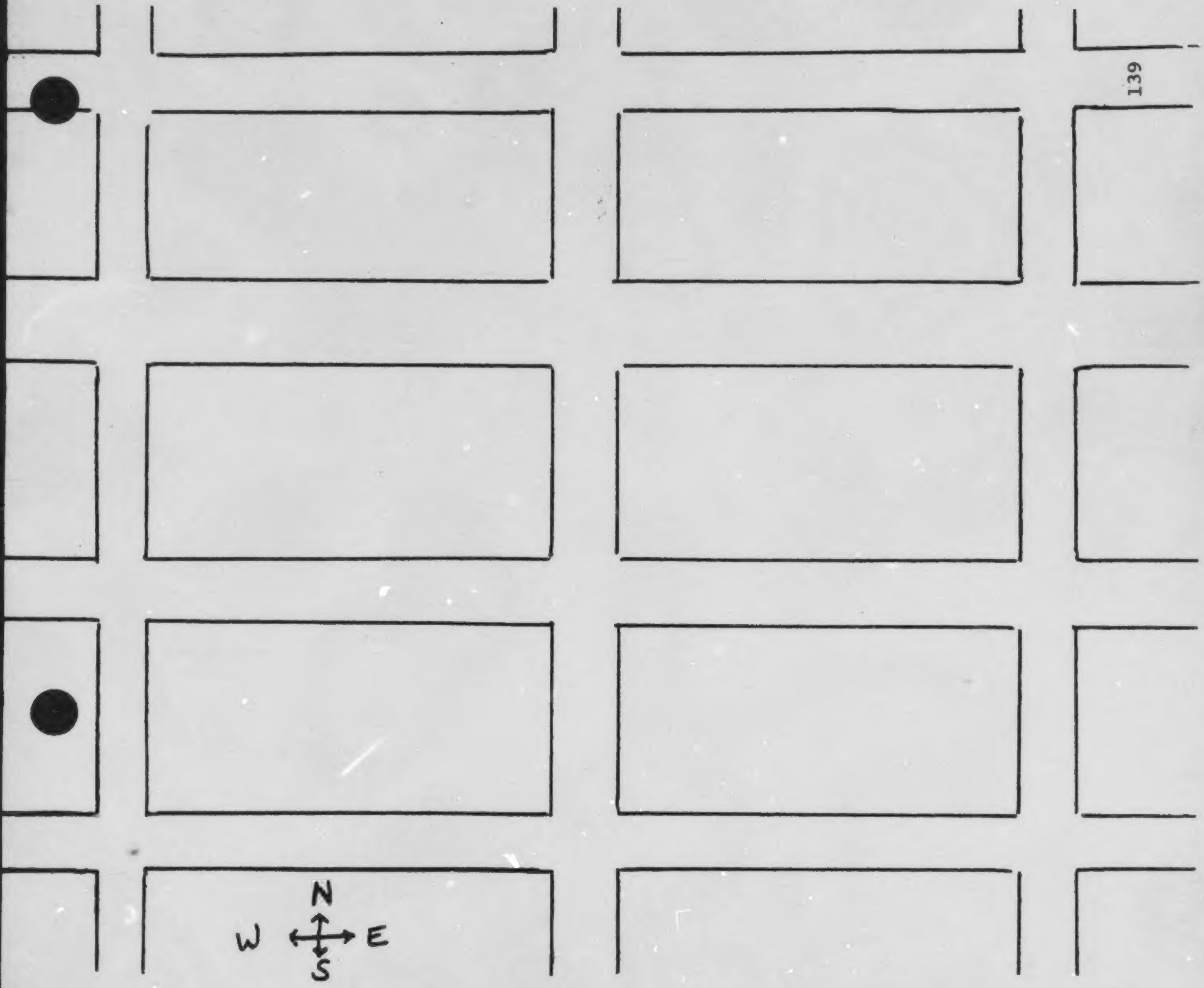
Sample Scale

1) Few or no blanks completed to satisfaction.

2) Half blanks completed to criterion.

3) More than half completed, one or two spelling errors or minor legibility problem.

4) All criteria satisfied for all blanks.



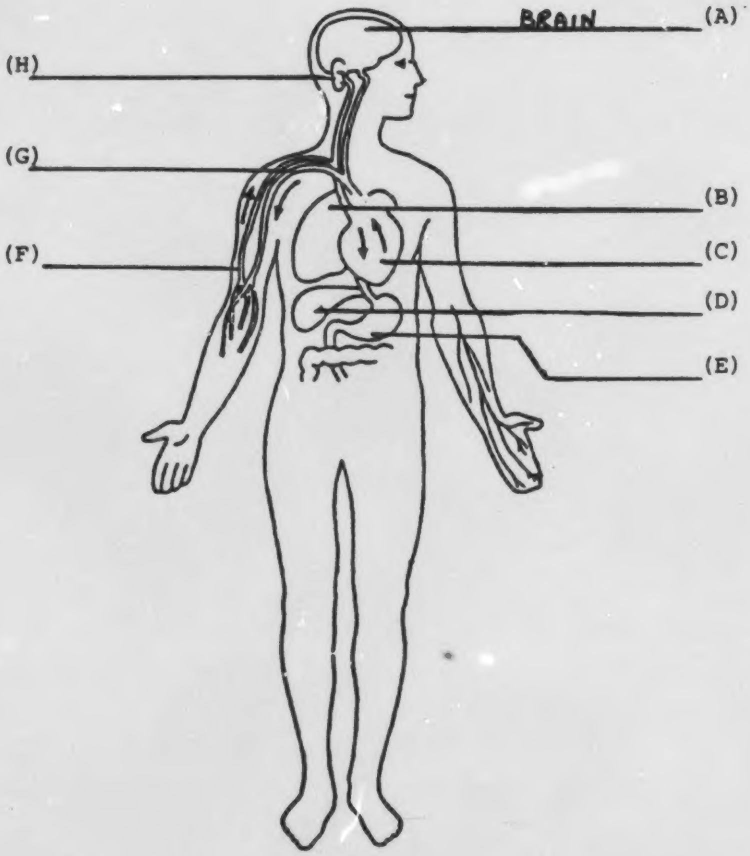
1. Use this map to show where your home or school is.
    a) Label your home or school.
    b) Write in the name of the street(s) it is on.
    c) Write in the names of at least 2 other streets.
    d) Show where at least 2 other important buildings are located.

OR Draw your own map and do items a) to d) on it.

(Map by Lucy Colby,
Malaspina College, Nanaimo)

2. Label the diagram of parts of the body below. Use the words in the list. Make your labels neat and easy to read. One is done for you.

(A) Brain	(D) Liver	(G) Arteries
(B) Lungs	(E) Stomach	(H) Ears
(C) Heart	(F) Veins	



3. (a) Label the diagram of the car parts below. Use the words in the list. Make your labels neat and easy to read. One is done for you.

(A) Battery

(B) Windshield Wiper

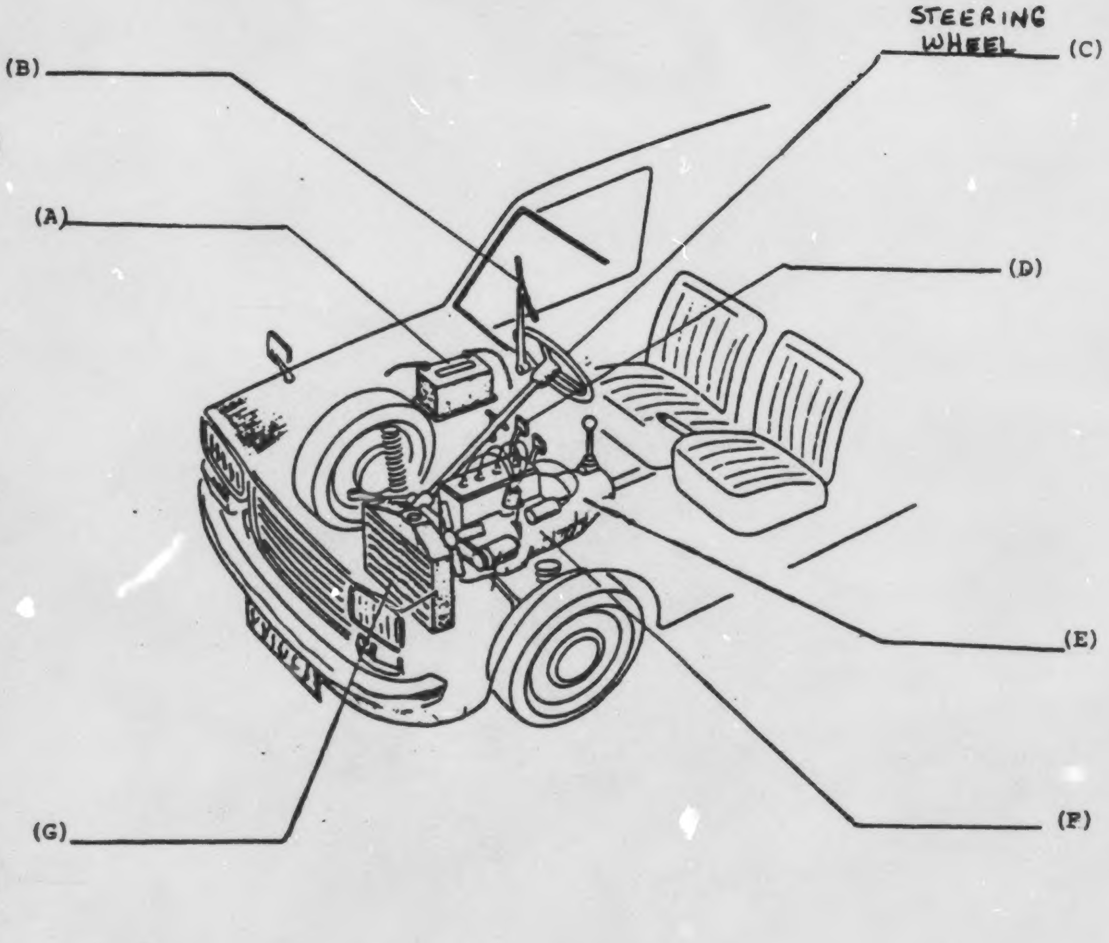
(C) Steering Wheel

(D) Brake

(E) Gearbox

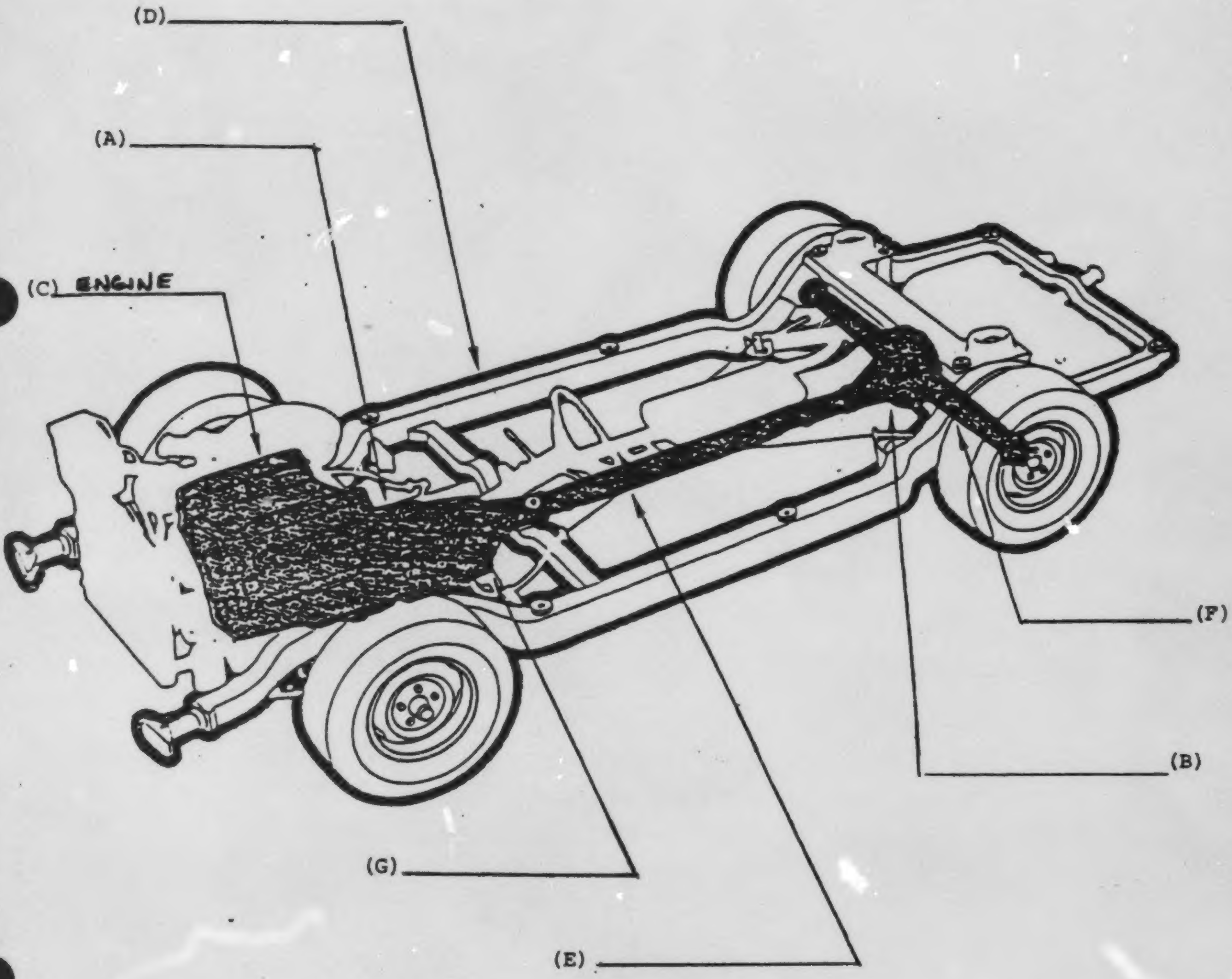
(F) Engine

(G) Radiator


STEERING WHEEL
(C)
(B)
(A)
(D)
(E)
(G)
(F)

3. (b) Label the diagram of the car below, with the words given in the list. Make sure your labels are neat and easy to read. One is done for you.

(A) Clutch
(B) Differential
(C) Engine
(D) Frame
(E) Propeller Shaft
(F) Rear Axle
(G) Transmission



Skill

11.1.3 Copy accurately from a printed passage into a legible handwritten script of any consistent style.

1. Copy exactly this list of simple rules for an interview, which your friend has just shown you (neither of you can afford a xerox copy!). Punctuation and spelling are important.

DON'T

1) Be late for your interview.
2) Come unprepared.
3) Chew gum.
4) Smoke.
5) Lounge in your chair.
6) Be discourteous.
7) Criticize yourself.
8) Talk too much or too little.
9) Oversell yourself.
10) Make hasty decisions.

2. You are trying to think of some good advice to send to a friend who is in trouble and depressed. You read a letter in a Dear Abby newspaper column with a number of resolutions. These are the ones you decide to copy. Copy them exactly to send to your friend. Punctuation and spelling are important.

GOOD RESOLUTIONS

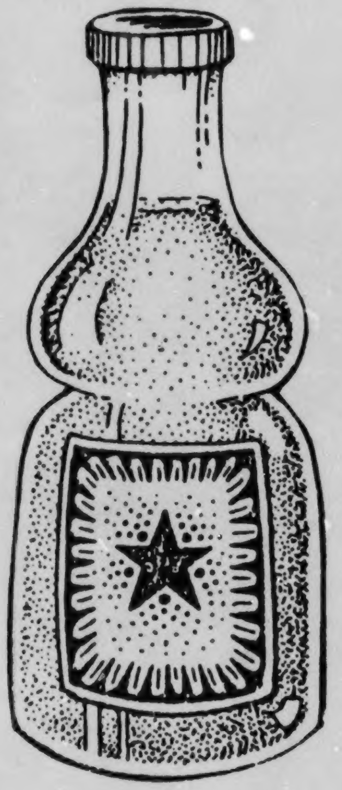
Just for today I will adjust myself to what is. I will face reality. I will try to change those things that I can change and accept those things I cannot change.

Just for today I will be unafraid. I will gather the courage to do what is right and take the responsibility for my own actions. I will expect nothing from the world, but I will realize that as I give to the world, the world will give to me.

Skill

11.1.3 Cont'd

3. Copy exactly the recipe below. Punctuation, spelling and numbers are important.



SPECIAL SALAD DRESSING

1 c. yogurt
1½ c. mayonnaise
2½ tbsp. lemon juice
2 tbsp. finely chopped or grated onion
½ tsp. salt
¼ tsp. sugar

Combine yogurt and mayonnaise, beating briskly with wire whisk. Add lemon juice, onion, salt, sugar. Stir well. Store in covered glass container in refrigerator.

Yield: 4 cups

(From Real Life Reading Skills, B.J. Levin, Scholastic Book Company, New York, 1977, p.23. Reproduced by permission of the publisher.)

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Skill		Criteria
11.1.3	Cont'd	1) Accuracy of copying, word for word with exact punctuation. 2) Legibility. **Note**: Any style is acceptable, letters may/may not be joined, looped, printed or cursive.
11.1.4	Write in any consistent, legible style to express ideas or information.	Writing is directly assessed by observation and rating of students' compositions. See WRITING 10.1.4 and associated rating scale.

SPELLING

(See 10.0 WRITING for instructional information)

12.0 SPELLING

Goal

12.1 To enable adults to develop and use strategies which will allow independence in spelling.

Skill

12.1.1 Spell words important for the completion of common forms.

Mininimum Essentials List

- Name
- Address
- Citizenship
- Country of birth
- Schools or colleges attended
- Occupation or job wanted
- Employer's name and address
- Name and address of a reference
- Names of other family members
- Name of an emergency contact person
- Days of week
- Months of year
- Numbers up to one hundred
- Names of regular cheque payees

Note: Most students should be able to spell these from memory. Some adults with special learning problems may need to refer to a personal data card of some style carried in a diary or wallet.

Skill

12.1.2 Spell selected high frequency words from the context of the student's vocational or personal interest area.

EXAMPLES OF SPECIAL INTEREST WORDS

Agricultural Terms

acreage
alluvial
brooder
citrus
creamery
fallow
fertilizer
fleece
fodder
forage
forestry
fowl
fungicide
furrow
ginning
grafting
granary
grazing
greenhouse
harrow
hedge
horticulture
huckster
incubator
insecticide
irrigation
legume
maize
meadow
motor plow
orchard
pasture
plowshare
poultry
prairie
reaper
rotation
scythe
seepage
separator
sheaves
silage
spading
stubble
stumpy
thresher
tractor
truck farm
vehicle

Automobile Terms

accelerator
antifreeze
assembly
axle
bearing
bore
bushing
cam
camber
carburetor
casing
choke
clutch
compression ratio
connecting rod
coupé
cowl
crankcase
crankpin
crankshaft
cylinder
cylinder block
cylinder head
defroster
differential
distributor
exhaust
flywheel
gasket
gearshift
generator
governor
horsepower
housing
ignition
limousine
magneto
manifold
muffler
packing
piston
piston ring
propeller shaft
radiator
safety glass
sedan
shim
speedometer
stroke
supercharger
thermostat
throttle
toe-in
transmission
tread
worm

(From Spelling for Adults, Charles W. Ryan, Wiley Publishing Co., New York, 1973, p. 208. Reproduced by permission of the publisher.)

Skill

12.1.3 Spell words most frequently used in writing.

The following 200 words were those written most frequently in sample of 6,540 compositions by Canadian adults and grade 1 - 6 children in 1975 and 1972.

The first 100 (which account for 59 percent of total word count) in order of frequency:

the
and
I
a
to
was
in
it
he
my
we
of
is
you
they
on
that
went
when
for
so
one
then
she
said
but
there
had
me
have
with
are
all
got
go
like
day
were
out
up
his
at
him
her
be
get
would
home
not
some
came
saw
if
as
because
going
what
time
will
very
do
down
them
about
back
our
can
two
after
house
dog
little
from
could
mother
people
into
just
over
see
now
or
school
their
play
an
by
come
big
did
no
man
am
good
too
once
ran
name
know
took

Skill

12.1.3 Cont'd

The second 100 (together with the first 100 account for 69 percent of total word count).

how
who
started
put
old
night
has
your
off
us
around
next
other
well
away
fun
three
cat
where
Mom
told
boy
Dad
again
found
more
nice
friends
way
think
asked
friend
father
looked
summer
first
made
never
here
didn't
want
right
horse
don't
car
heard
called
why
door
something
take
water
only
long
morning
five
make
things
I'm
girl
much
years
bed
lot
look
four
lived
many
fish
new
thought
always
bear
tree
wanted
place
yes
really
eat
last
left
oh
it's
thing
another
through
find
say
black
run
gave
family
before
help
ever
walking
soon
even
should
best

(From Teaching Spelling, Ves Thomas,
Gage Publishing Ltd., Toronto, 2nd Ed., 1979, pp. 22-23.
Reproduced by permission of the publisher.)

Skill

12.1.4 Spell words most frequently misspelled in writing.

The following 200 words were those most often misspelled in a sample of 3,540 compositions across Canada in 1975 and 1972. The essays represented adult writing (540 letters to the editor of a national magazine) as well as samples from grades 2, 4 and 6. The list is in alphabetical order, and the 25 most frequently misspelled words are shown thus *.

about
accident
actually
afraid
again *
all
almost
always
and
animals
another *
are
around
away
awhile
back
bear
beautiful *
because *
been
before
began
behind
believe
better
bird
birthday
brought
built
buys
bye
came
can't
catch
caught *
certainly
chases
children
climbed
come
coming
could
couldn't
cousins
decided
didn't *
different
doctor
does
doesn't
dollars
don't
engine
equipment
especially
ever
every
everybody
everyday
everything
exciting
family
fell
few
field
finally
finished
fired
first
flowers
for
found
funny
friend *
girls
going
government
happened
happily
having
heard *
here
him
his
hole
home
horses
hospital
house
I'm
Indians
into *
its
it's *
just
knew
know *
let's *
like
lived

Skill

12.1.4 Cont'd

looked
met
middle
might
minute
months
mountains
myself
names
necessary
neighbour
next
no
nothing
now
o'clock
off *
once
one
opportunity
others
our *
out
outside
parents

parliament
people
picked
pictures
piece
place
pollution
practicing
pretty
probably
quiet
quite
really
receive
responsible
right
said *
saw
scared
school
screamed
second
shoot
shot
situation

slept
so
society
some
something *
sometimes
spotted
started
stepped
stopped
strange
summer
surely
surprise
swimming
take
than
that's *
the
their *
them
then
there *
there's
they *

they're
things
thought
threw
throw
to
too
tried
turned
two
until
upon *
very
wanted
wasn't
went *
we're
were *
weren't
what's
when *
where *
without
wouldn't
writing

(From Teaching Spelling, Ves Thomas,
Gage Publishing Ltd., Toronto, 2nd Ed., 1979, pp. 54-55.
Reproduced by permission of the publisher.)

Skill

12.1.5 Write common abbreviations and symbols, including dates.

1. Write the abbreviations for these words. The first is done for you.

Monday	Mon.	number	______
Wednesday	______	kilogram	______
Friday	______	kilometre	______
February	______	litre	______
October	______	centimetre	______
British Columbia	______	gram	______
Alberta	______	millilitre	______
Ontario	______	Street	______
Mister	______	Company	______
Doctor	______	et cetera	______

2. Write the following in numbers and symbols.

EXAMPLE: Forty-three cents 43¢ .

1) Nineteen dollars __________
2) Forty per cent __________
3) One half __________
4) Three quarters __________
5) Half past four in the afternoon __________
6) Ten o'clock in the morning __________
7) Sixteen degrees Celsius __________
8) (In metric form) June 16, 1934 __________

Skill

12.1.6 Demonstrate knowledge of terms used in the study of spelling.

READ THIS NEWS ARTICLE, THEN ANSWER THE QUESTIONS.

> Bert Cooper used to call himself the unsinkable man. Now, at age 70 and with both his legs gone, the Nova Scotia resident is fighting against a different kind of current -- the refusal of a local hospital to let him use its pool.
>
> Cooper, a former professional swimmer, has complained to the Nova Scotia Human Rights Commission alleging he has been discriminated against because of his handicap.
>
> Pool officials said they do not have the facilities to accommodate Cooper in and around the pool, adding they would be worried he might drown.
>
> Last week, police were called to remove him from the pool after he refused to leave. "You see, I have to swim to live, according to doctors," said Cooper, who lost his legs because of gangrene.

(From The Vancouver Province,
December 7, 1980.
Reproduced by permission of the publisher.)

Skill

12.1.6 Cont'd

1. Write three examples of a consonant letter.

   ________ ________ ________

2. Write three examples of a vowel letter.

   ________ ________ ________

3. In the following words, what are the separate syllables of each word? Show the syllables by drawing lines between them.

   Example: sep/ar/ate

   a) unsinkable

   b) discriminated

   c) accommodate

4. Write an example of a singular noun. ________

5. Write an example of a plural noun. ________

6. Write an example of a verb in the present form. ________

7. Find a word which includes a suffix. Write the word

   here ________. Now circle the suffix.

8. Find a word which includes a prefix. Write the word

   here ________? Now circle the prefix.

Sk

12.1.7 Identify and correct spelling errors in a sample of prose written by another person.

1. Read the following letter carefully. There are several spelling mistakes in the letter. Circle any word which contains an error. Write the correct spelling on one of the numbered lines below.

123 Centre St.
Penticton, B.C.
V3N 1T0

March 29, 1982

The Manager,
Air Canada,
Vancouver International Airport,
Richmond, B.C.

Dear Sir or Madam:

Last week I travelled from Toronto to Penticton via Vancouver on your flights number 851 and 326. When I arived in Penticton my bagage was not at the Baggage Arrival Counter. As soon as the loss was evedent, I reported the matter to the office of your airline.

The clerk who interveiwed me was not very helpful. I gave a discription of the piece of baggage, but he did not apear to be interested and did not even note the details. I shall therefore describe the bag again. The bag is brown vinyl and approximately 80 cm long by 50 cm high x 25 cm wide. The wieght with contents is about 10 kg. The baggage ticket on it has the numbers 345271.

I now understand that I should have completed a claim loss form when I reported the missing bag. However, I was not offered a form by the clerk and did not do so.

The loss of this bag has cuased me considerable inconvenience. Please take steps to recover this bag for me as soon as posible.

Yours truely,

1. Cont'd

1) ____________________ 6) ____________________

2) ____________________ 7) ____________________

3) ____________________ 8) ____________________

4) ____________________ 9) ____________________

5) ____________________ 10) ____________________

2. READ THE FOLLOWING SELECTION AND UNDERLINE THE CORRECT CHOICES IN EACH PAIR OF WORDS IN BRACKETS. THE FIRST ONE IS DONE FOR YOU.

Everyone should (know no) how to (meet meat) emergencies. First aid is the immediate and temporary care given to the victim of an accident or sudden illness until he or she can be (scene seen) by a doctor. A person who (knows nose) how to prevent infection, recognize and treat shock, give mouth-to-mouth resuscitation and adminster other forms of first aid can prevent a more serious illness or injury. Do (knot not) (weight wait) for a doctor. You may actually save a life.

(Here, hear) are a few basic techniques that can be easily learned and applied:

MINOR WOUNDS. (Won One) main concern is to prevent infection. First wash your own hands with soap and water. Then cleanse the wound with soap and water and apply a (peace piece) of sterile dressing. A dressing should be placed over the (whole hole) wound and should extend well beyond the wound edges.

2. Cont'd

SHOCK. Shock is an overall condition that results when (to too) little blood circulates (threw through) the body following serious injury. Signs of shock are weakness, (pail pale) skin that is moist and cooler than it should be, frequent nausea or vomiting and shallow breathing.

To treat shock: Keep patient lying down and elevate the lower part of the body. Give (sum some) water if the patient is conscious. Be calm.

POISONING. Speed is the essential (principal principle) in treating poisonings. Act before the body has had time to absorb the poison. Call a doctor. Begin mouth-to-mouth resuscitation if the victim is having trouble breathing. Dilute the poison with water or milk. Induce vomiting unless the poison is a strong acid or alkali or a petroleum product such as gasoline. If the person is already unconscious, keep him warm and get medical help immediately.

MOUTH-TO-MOUTH RESUSCITATION should be started when breathing movements stop or when lips, tongue and fingernails become (blue blew). If in doubt, begin; delay could cost the person's life.

What you have (read red) is an introduction to first aid. It is good to know the (write right) thing to do in an emergency. An accident victim may (prophet profit) from your knowledge.

Skill

12.1.8 Locate a word in a dictionary, in order to check its spelling.

(See 16.1.1.1)

Performance Checklist.

This is a direct, individual assessment of the skill. Dictate to the student a total of about 10 words to check in the dictionary. These should be words the student does not know confidently how to spell.

The words may be:

a) Words recently misspelled in individual writing;

b) Words the student may need to spell in the context of job, other courses or personal life;

c) Words from the common error list in Item 12.1.4;

d) Words which include sounds that may be spelled in more than one way (e.g. ch/f/g/s/sh/y) or with silent letters such as kn, gn, wr, pr.

For each of the ten test words, the student should have written down a possible spelling which can be checked in the dictionary and corrected if necessary. The instructor should also make sure the student knows the meaning of each of the test words before consulting the dictionary.

Skill

12.1.8 Cont'd

The dictionary should be the one the student normally uses.

Now, as the student uses the dictionary, observe his/her search strategy using a checklist such as the following:

- -- Uses a possible spelling of a word as a starting point.
- -- Shows facility in use of alphabetical order.
- -- Uses initial consonant and initial vowel sound as a guide.
- -- Uses prefix as a guide to location.
- -- Checks possible alternative consonant spellings (example: ph or f, n or kn, c or s).
- -- Checks possible alternative vowel spellings (example: e, ee, ea or e-e).
- -- Deals with derived or inflected words which may not appear as dictionary entry (example: cheerfully under cheerful).
- -- Uses definitions to check that located word is the correct one for the context.
- -- Uses dictionary to check for homonyms.
- -- Copies accurately the correct spelling.

OR -- Uses consistent, effective strategies other than those listed to achieve the same aim -- standard spelling accuracy.

Skill

12.1.9 Demonstrate a consistent and systematic method of learning to spell a new word.

This is the most important, summative skill to assess in a spelling improvement program. Although the assessment can be done only one to one, it yields highly valid information about spelling proficiency.

Procedure

1) Take five of the words from the list used in 12.1.8, or from another sample of the student's own writing. Try to include some longer words with prefixes/suffixes, and some words with double consonants or tricky vowel sounds. These are the test words to be learned.

2) Ask the student to start now to learn these words in preparation for a spelling test the following day.

3) The student may use any method that works for him/her.

4) The student has to do two tasks:
    a) Aim to get 100% on the test next day.
    b) Explain how the words will be learned.

5) Note: Some allowance may need to be made for students with special learning problems, or who have difficulty verbalizing about how they study.

Skill

12.1.9 Cont'd

Performance Checklist: Learning Spelling

- Shows a consistent method of learning to spell words.
- Shows a systematic method of learning spelling.
- Uses a system of word analysis to learn to spell parts of a word.
    - uses syllabication
    - uses prefix/root/suffix approach
    - uses some phonics approach
    - uses rules of spelling (e.g. doubling, i.e. rhyme).
- Uses a consistent memory strategy.
    - Writes the word alone or in a sentence.
    - Says the word in isolation or in a sentence.
    - Listens to the word when read by another person or a tape.
    - Traces the letters with a pen/pencil/finger.
    - Closes eyes to visualize the word.
    - Any other effective, systematic method of study.

Score on post test next day, ☐ correct, out of ☐

SPELLING ANSWER KEY

12.1.5.1

Wed.
Fri.
Feb.
Oct.
B.C.
Alta.
Ont.
Mr.
Dr.

no. or #
kg (no period)
km (no period)
L (capital)
cm (no period)
mL (small m, capital L)
St.
Co.
etc.

12.1.5.2

1) $19 or $19.00

2) 40%

3) $\frac{1}{2}$ or 1/2

4) $\frac{3}{4}$ or 3/4

5) 4.30 p.m. or 4:30 p.m. or 1630 or 1630 hrs.

6) 10 a.m. or 10:00 a.m. or 1000 or 1000 hrs.

7) 16° C (no period)

8) 1934 - 06 - 16

12.1.6

3. (a) un/sink/able
   (b) dis/crim/in/at/ed
   (c) ac/com/mo/date

(Other items - answers will vary)

12.1.7.1

arrived
baggage
evident
interviewed
description
appear
weight
caused
possible
truly

12.1.7.2

know
meet
seen
knows
not
wait
Here
One
piece
whole
too
through
pale
some
principle
blue
read
right
profit

LEARNING

Learning Skills -- Vocabulary Development

Follow the same procedure for this section as for reading.

In marking the items for skill 13.1.5, use your own discretion. Any definition using the root meaning is acceptable.

In skill 13.1.6, no answer has been suggested for the slang equivalent of drunk as this will vary with student age, background, etc.

13.0 LEARNING SKILLS -- Vocabulary Development

Goal

13.1 To enable students to develop skills of acquisition and analysis of meaning, and to use those skills to extend their everyday listening, speaking, reading and writing vocabularies.

Skill

13.1.1	Recognizing structure of words - inflectional endings - roots and affixes.	See 9.1.2 - PRAYERS FOR LIVES ANSWERED Items 5, 6, 7 & 8
13.1.2	Using contextual clues.	See 9.1.2 - PRAYERS FOR LIVES ANSWERED Items 9, 10 & 11
13.1.3	Developing knowledge of synonyms, antonyms, homonyms.	See 9.1.2 - PRAYERS FOR LIVES ANSWERED Items 12, 13 & 14
13.1.4	Understanding compound words.	See 9.1.2 - PRAYERS FOR LIVES ANSWERED Item 15

Skill

13.1.5 Recognizing origins of words (etymology as meaning clues).

If you know a number of widely used root words from Greek, you can decode the meanings of dozens of words.

logy - study of
graph - to write or draw
phone - sound
tele - far off
geo - earth
bio - life

Using the above roots and their meanings, write a definition for each of the following:

1. telephone

2. geography

3. biology

13.1.6 Appreciating semantics and shades of meanings.

1. Words may be formal, informal, or slang. Fill in the blanks with suitable words.

	Formal	Informal	Slang
example:	spouse	wife	old lady
	officer of the law	________	cop
	expire	________	kick the bucket
	inebriated	drunk	________
	________	car	wheels
	companion	________	pal

13.1.7 Referencing - dictionary
- thesaurus.

1. Use the dictionary and thesaurus with students to see if they are familiar with the use of the books.
See 16.1.1.1.

LEARNING SKILLS -- Vocabulary Development

ANSWER KEY

Item 13.1.5

1. (a thing which carries) sound from far off
2. writing or drawing of the earth
3. study of life

Item 13.1.6

officer of the law	policeman	cop
expire	die	kick the bucket
inebriated	drunk	
automobile	car	wheels
companion	friend	pal

Learning Skills -- Studying and Remembering

Potential

Studying and Remembering skills are often taught simultaneously with other skills. However, a series of individual or group sessions might prove beneficial.

Planning

First, the particular skill area and the number of students involved should be defined clearly. Then, select from and modify the following material, or use a checklist, as a model to assist students develop more efficient study skills.

Follow Up

Organize appropriate practice in areas defined by the assessment. At agreed upon intervals, reassess skill development to document progress.

14.0 LEARNING SKILLS -- Studying & Remembering

Goal

14.1 To help adults become more aware of their own comprehension and remembering abilities, and to develop some effective strategies for using these abilities in social and academic situations.

Skill

14.1.1 Setting up assignments (Names, title, page number, date.)	1. The instructor can observe whether the student is setting up assignments appropriately and make suggestions for improvement where indicated.
14.1.2 Demonstrating neatness.	1. The instructor can observe whether a student demonstrates neatness and make suggestions for improvement where needed.
14.1.3 Writing legibly.	1. Cross reference to 11.1.4.
14.1.4 Using logical sequence	1. Cross reference to 9.1.4
14.1.5 Organizing subjects within books or binders.	1. Observe for the following. Students should display through practice the following skills: - categorize work for filing. - use a system, such as color coded dividers, to separate work in different subject areas. - file appropriately. - title and date all work. - indicate this type of organization is used in other endeavors.
14.1.6 Using time limits.	2. In order to assist students in planning and scheduling their activities use the following checklist. Instructor-student conversation is likely to accomplish the most. This checklist may be shortened.

Skill

14.1.6 Cont'd

2. Cont'd

Almost always -- 1
Sometimes -- 2
Almost never -- 3

		1	2	3
1.	Do I schedule my study time?			
2.	Do I keep up to date in my assignments?			
3.	Do deadlines make me nervous?			
4.	Do I know when my dead time is each day?			
5.	Do I use my dead time each day for studying?			
6.	Do I set realistic task goals?			
7.	Do I set priorities for study time?			
8.	Do I reward myself with leisure activities when I have accomplished certain tasks?			
9.	Do I look for more effective methods of study rather than more study time?			
10.	Have I discovered when I work best?			
11.	My daily or weekly schedule includes time set aside for recreation and relaxation.			
12.	I eat at approximately the same hours every day.			
13.	I allow a slowing down period between studying and bedtime.			
14.	In managing my time, I am often influenced by my friends.			
15.	I am dissatisfied with the results of my studying in relation to the time I spend on it.			
16.	I get enough sleep.			
17.	I study each day in the same place and at the same time.			
18.	I get my work done on time.			

Skill

14.1.6 Cont'd

2. Cont'd

	1	2	3
19. I have given considerable thought to the sort of study pace that works best for me, and this pace turns out all right.			
20. I know how long I can study a particular course without becoming tired or bored, and I schedule my study time with this in mind.			
21. I take a study break every hour or so, but my breaks do not become too long.			
22. When I set up a schedule, I arrange a number of hours a week as flexible time, so that I can handle emergency demands.			
23. I schedule myself not only day by day, but week by week for at least a one month period.			

14.1.7 Demonstrating familiarity with specialized vocabularies in relevant general knowledge areas.

1. Instructor Observation.

14.1.8 Varying reading rate and thoroughness to suit type and level of difficulty of material, and reading purpose, using:
- previewing
- scanning
- skimming
- re-reading.

1. Cross reference to 9.3.1

14.1.9 Summarizing content area materials:
- in oral form by stating:
  - main ideas
  - details
- in written form by:
  - underlining
  - notetaking
  - diagramming
  - outlining
  - writing paragraphs.

1. Underlining

This skill is dependent on the student's ability to analyze the content of the material she reads. Correct underlining reveals the central ideas and supporting examples in the passage and conveys the same meaning as the whole passage. It, therefore, enables the student to review study material quickly and easily without re-reading all of it.

The following passage has been underlined. The student's task is to read the passage and then mark the correct choice.

Skill

14.1.9 Cont'd

1. Cont'd

GOVERNMENT CAN'T BLOCK SEAL PROTEST

OTTAWA (CP) -- The federal government has no plans to stop the Greenpeace Foundation from trying to interfere with the hooded seal hunt off the cost of Newfoundland next month, says an aide to Fisheries Minister Romeo Leblanc.

Greenpeace wants to stop the harvest of 15,000 hooded seals on the ice fields north of Newfoundland by Norwegian and Canadian hunters.

"We have no control or method of preventing them from going," Charles Friend said Wednesday, "But they will suffer the consequences if they break the law."

Next month's hunt comes about a week after the more familiar harp seal hunt begins. Greenpeace gained international attention for its opposition to the slaughter of harp seal pups.

(From the Vancouver Province, Feb. 26, 1981.
Reproduced by permission of the publisher.)

The underlining in this passage is:

1. Too much.
2. Incomplete.
3. A misrepresentation of the story.
4. Correct.

Skill

14.1.9 Cont'd

1. Cont'd

After practice in underlining, students might use this sort of checklist.

1. I skim through a section of a textbook before I underline or take notes.
2. I can underline a text for main ideas while reading.
3. I have a set of symbols for marking my textbook to indicate sequence, distinguish between main points and supporting data, etc.
4. I use underlining both to help focus my attention when reading and for faster review.

2. Note taking

If it is appropriate, have the student listen to a pre-recorded talk and take notes. The following checklist is a model for assessment.

	Yes	No
1. Do I read my notes over right after the lecture and fill them in and underline as needed?	___	___
2. Do I leave a column to put in recall clues for my study purposes?	___	___
3. Do I leave a place on each page to write a summary?	___	___
And do I write the summary?	___	___
4. Do I have a complete set of notes for the course?	___	___
5. Do I review the notes often?	___	___
6. Am I meticulous about writing in the date and course number and numbering the pages and keeping the notes together in a central place?	___	___
7. Are my notes as neat as possible, using ink, and one side of the page only?	___	___

Skill

14.1.9 Cont'd

2. Cont'd

8. Do I listen carefully throughout the whole lecture? ___ ___

9. Do I keep my own thoughts separate from those being presented? ___ ___

10. Do I make special note of new specialized vocabulary to learn? ___ ___

3. Outlining

The instructor can organize a precis activity, remembering that there are numerous formats for outlining, as a way of assessing the student's outlining skills.

4. Summary

The instructor can assess the standard of a written summary of content area materials.

14.1.10 Using appropriate study formulae such as SQ3R, PQRST, SQRQCQ.

Depending upon which formula the student has been practicing with, the student should be able to:

- explain what each of the letters in the formula stands for.
- demonstrate the use of the formula by orally applying it to a teacher selected, short reading passage.

14.1.11 Making criticisms and evaluations.

The instructor can assess informally by discussing with students whether they can criticize and evaluate written material according to the following criteria:

- fact vs. opinion,
- factual errors, distortions, or omissions,
- relevant vs. irrelevant information,
- logic of presentation,

Skill

14.1.11 Cont'd

- credibility of source based on:
  - past reliability,
  - reputation of source in subject area,
  - source's awareness of current issues,
  - source's political outlook,
  - particular social viewpoints of source.

14.1.2 Remembering.

Students could answer the following questionnaire to assess their own remembering skills.

Do I believe I have the ability to remember?

Do I specifically intend to remember?

Do I rehearse (practice) recalling?

Do I use tricks or mnemonic devices to help my memory?

Do I organize the material to be remembered?

Do I visualize to aid memory?

Do I test myself to reinforce memory?

Do I try to understand before I try to remember?

Do I realize that material is learned and remembered better in repeated short time periods instead of one long period?

Do I overlearn difficult material? Overlearning is defined as "practice well beyond the point of mastery."

Do I understand the difference between recognition and reproduction memory?

Do I plan for retrieval as well as storage?

(Developed by Sandra Carpenter, Study Skills Centre, Kwantlen College.)

Learning Skills -- Problem Solving

Potential

Dealing with problems systematically is a skill most often taught indirectly. Explicit work through a systematic, step by step approach to solving problems may be done either in a one-to-one dialogue or in a group where brainstorming, group discussion and role playing would add a practical dimension.

Planning

Use the following materials for workshops in the problem solving procedure:

First, define the problem and ask questions to gather all possible relevant information. Then, generate and test alternate solutions. Then, choose the most appropriate solution according to logical criteria. Then, test whether there are any inconsistencies or shortfalls in the chosen solutions. And, finally, implement the decision.

Practising these steps by working through problems brought by students is the first step in assessment of this skill area.

Follow Up

Once the student has worked through a series of problems in this manner, an assessment checklist could be used as a guideline for working through a problem.

15.0 LEARNING SKILLS -- Problem Solving

Goal

15.1 To help adults acquire and apply effective problem solving techniques in a variety of academic and social situations.

Skill

15.1.1 Understanding the format of questions (e.g., who, what, when, where, why, how).

15.1.2 Restating problems as questions.

15.1.3 Outlining relevant factors

15.1.4 Determining missing information.

15.1.5 Determining methods and skills required
- computation,
- diagramming,
- interpersonal skills.

15.1.6 Participating in meetings.

15.1.7 Writing agendas.

15.1.8 Comparing items or ideas on the basis of similarities and differences.

15.1.9 Comparing items or ideas on the basis of their fundamental aspects.

15.1.10 Classifying items or ideas.

15.1.11 Applying critical skills in listening, viewing and reading to make judgments of
- fact vs. opinion,
- reality vs. fantasy,
- communicator's point of view,
- credibility of information source.

An assessment of a student's ability to use effective problem solving strategies can be realistically undertaken only within the context of the student's life. Observation and informal discussions can be used. Since problem solving should be regarded as an organic unit, each of the skills in this section does not have a corresponding assessment item. Instead, checklists dealing with the whole unit of problem solving are included.

These checklists can be used to guide a student through a problem solving or decision making situation or they can be used as a basis of informal discussions and observations through which the instructor assesses the student's skills.

Role play in groups can be an effective, when appropriate, method to demonstrate and assess problem solving behavior.

A good unit of decision making strategies is in Emphasis Decisions; Jane Riemer Epperley, Unit Editor, Forrer, Cooper, Inge, Frabandt; Extended Learning Institute, Northern Virginia Community College; Olympus Publishing Co.; Salt Lake City, Utah; 1977; pp. 6, 12-14, 16, 18, 21, 35, 51, 54-63.

DECISION-MAKING STRATEGY

1. Clarify the Decision Situation
2. Set Criteria
3. Identify and Explore Alternatives
4. Evaluate Alternatives and Decide
5. Plan to Implement the Decision

Skill

15.1.12 Generating and considering alternative solutions.

15.1.13 Choosing most appropriate solution according to logical, defined criteria.

15.1.14 Using checks of internal consistency to determine contradictions in solutions.

15.1.15 Using reality checking to recognize contradictions in solutions (i.e., Is the solution congruent with what one knows to be real and logical?)

15.1.16 Establishing plans for implementing a solution.

15.1.17 Evaluating application of a solution.

The instructor is cautioned not to assume that decision making is an easy, mechanical process. It is, rather, highly personal and often subjective, and the process always should be flexible. The experience of a systematic approach, however, provides a student with a realistic and set pattern of behavior which she can draw upon and apply in later circumstances as her particular needs demand.

The deciding strategy described in steps below is fairly simple and yet widely useful for career planning and other decisions. The strategy allows adjustments to meet contingencies as they arise, and at its conclusion the strategy requires a plan to implement the decision.

While the focus of this unit is on making career choices, the steps in this process can be used in other situations with equal effectiveness.

The Steps

1. Clarify the Decision Situation

A decision situation exists when a person has to make a choice from a set of alternatives. This statement suggests that alternative courses of action are possible and that one of them will be the best for the individual faced with the choice. It also suggests a time frame in which choice points can be identified in a certain order of importance. For example, in career planning a person obviously has a choice of particular jobs. A person would also have several alternatives in making plans for education and special training. These involve different decisions and decisions made at different times.

Stimulus questions for clarifying the decision situation might be:

a. What decision(s) must be made now and which can be delayed?

b. What information, or assistance from people or organizations do I need to help me make this decision?

c. What in general terms will be the alternatives? For example, in making a choice of a training program, the alternatives must be within the total set of possible training programs.

2. Set Criteria

This step focuses on the identification and examination of the constraints which will put broad or specific conditions on the decision. Criteria can be stated in terms like: "The choice must be..."; "The choice should be..."; "I would like to...".

Criteria are used in two ways. First, if taken singly, and without reference to any other criteria, they can stimulate the identification of a broad set of alternatives. Second, they can be used to evaluate alternatives as constraints on the choice; that is, one criterion can be applied to the alternative generated by another. This leads to the identification of a sub-set of alternatives which meet both criteria.

Stimulus questions for setting criteria in the context of a job choice might be:

a. Would I move to another city or region?

b. What general levels of salary or wages would be acceptable?

The answers to these questions, and other like them, will aid in seeking alternatives, as well as evaluating them when a decision must be made.

3. Identify and Explore Alternatives

The criteria can provide the stimulus to generate alternatives. The intention is to produce a universe of possible choices. This is done best by choosing a single criterion and using it as a stimulus. For example, in a decision related to choosing a school or college in which to take a course, the universe of alternatives would be all institutions which offer the type of training.

Exploration of the alternatives identified provides the student with as much information on each alternative as possible. In the exploration, further facts would be gathered and recorded for each alternative.

4. Evaluate Alternatives and Decide

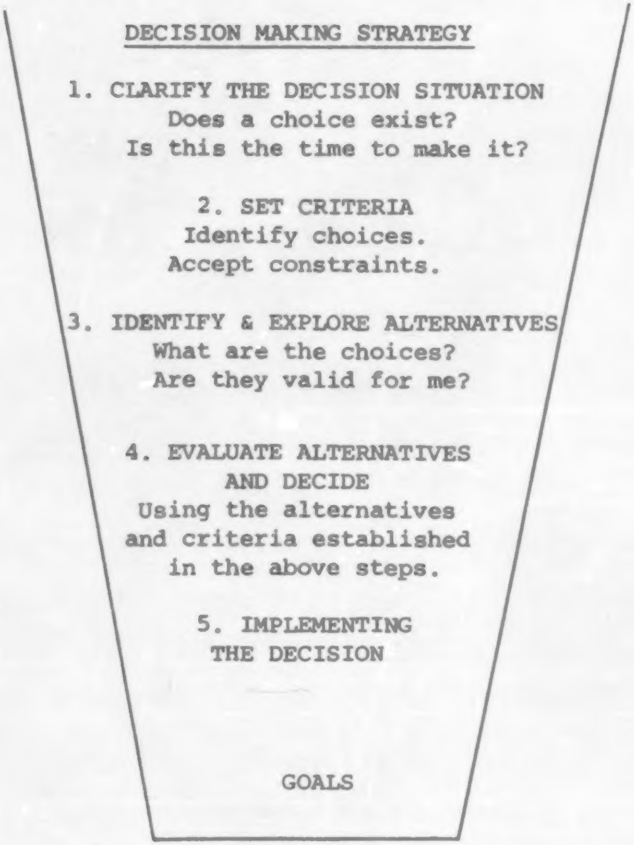
In this step the criteria are applied to each of the alternatives to identify those alternatives that best meet the criteria as a whole. The evaluation may produce several alternatives, or a single one, which will be the best choice (or choices) for the individual. In the evaluation, certain criteria may have to be given priority because of the advantages of some alternatives over others.

5. Plan to Implement the Decision

The final step in the strategy is to make plans to implement the decision. The suggested technique here is to identify all the required tasks, to order them in time and, finally, to carry them out.

(From Creating A Career: Instructor's Manual; published by Saskatchewan Newstart Inc. for Training Research and Development Station, Box 1565, Prince Albert, Saskatchewan, S6V 5T2; 1974, pp. 138-142.)

The following outline may be used in a one-to-one situation or as an outline for informal assessment of a student's decision making skills.



DECISION MAKING STRATEGY

1. CLARIFY THE DECISION SITUATION
Does a choice exist?
Is this the time to make it?

2. SET CRITERIA
Identify choices.
Accept constraints.

3. IDENTIFY & EXPLORE ALTERNATIVES
What are the choices?
Are they valid for me?

4. EVALUATE ALTERNATIVES AND DECIDE
Using the alternatives
and criteria established
in the above steps.

5. IMPLEMENTING THE DECISION

GOALS

(Developed by Gladys Klassen, Counselling Services, Douglas College.)

Learning Skills -- Inquiring and Referencing

Potential

Assessments in this area are most appropriate when students indicate a deficiency. The instructor can organize practice sessions using the particular skill, modify one of the checklists to assess the student's development of the skill. Within each skill are varying levels of sophistication. Their development is personal and individual, therefore, assessment is extremely difficult.

Doing

The instructor can organize situations in which the student practices the skill and then observe the student using the skil. Use a checklist to see to what degree the student uses the skill.

Follow Up

If it is needed, then practice sessions can be organized and followed by reassessment.

16.0 LEARNING SKILLS -- Inquiring & Referencing

Goal

16.1 To assist adults in developing systematic procedures for determining the most useful location of, and means of access to, information for specific purposes and in making effective use of a variety of references in the situations they may encounter.

Skill

16.1.1 Using printed materials

Undertake informal assessments of students' skills in using printed reference materials as the situations arise. Some of the following assessment tools may prove useful in specific areas.

1. Uses Dictionary (See 12.1.8)

Use this assessment to determine whether students can use a dictionary.

Using a dictionary, determine whether student response is satisfactory in the following skill areas:

a. Identifies guide words.
b. Uses guide words.
c. Divides words into syllables.
d. Identifies accented syllables.
e. Uses pronunciation key.
f. Locates particular meaning.
f. Determines parts of speech.

2. Uses an Index

This assessment can be used by an instructor to determine whether a student can use an index.

Use the following simulated index page to ask the student to find the page or pages where information about the following topics can be found.

Skill

16.1.1 Cont'd

2. Cont'd

a. National Directory of Employment Service ____________

b. newspapers ______________

c. references ______________

d. examples of job application letter _____________

e. items to bring to a personal interview ___________

f. checklist for a resume ____________

g. education records _____________

h. federal employment ___________

i. federal income tax ____________

j. John R. Costello ___________

k. C. H. Greenwalt _____________

l. Robert W. Tolfson ___________

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Vita. See Resumes

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Skill

16.1.1 Cont'd

2. Cont'd

ANSWER KEY

Entries
a. page 17
b. pages 13-14
c. pages 28-31

Sub entries
d. page 75
e. page 84
f. page 42

Cross references
g. page 38
h. page 42
i. page 78

Personal names
j. page 12
k. page 19
l. page 20

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3. Uses Encyclopedia

Observe whether a student knows how to use a set of encyclopedia or use the following simulated set and questions.

Directions: Use the set of encyclopedia below to answer the questions.

Skill

16.1.1 Cont'd

3. Cont'd

Directions: Use the set of encyclopedias below to answer the questions.

A Ark 1	Arkansas Biceps 2	Bicycle Cameo 3	Camera Cola 4	Cold Diary 5
Dias Exchange 6	Excise Geyser 7	Ghana Hostage 8	Hotel Jack 9	Jackal Linz 10
Lion Metz 11	Mexico Neutron 12	Nevada Pagoda 13	Pain Poultry 14	Pound Root 15
Rope Sloe 16	Sloop Tensor 17	Tent Valve 18	Vampire Zoo 19	Index 20

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Skill

16.1.1 Cont'd

3. Cont'd

1. In which two volumes would information about skiing in Colorado by found?
2. To find information about the nutritional value of rice, in which two volumes would you look?
3. In which two volumes would you look to find information about careers in television?
4. To find information about the first aid treatment for snakebite, in which two volumes would you look?
5. In which two volumes would information about the boxer Muhammad Ali be found?
6. To find information about beagles used as hunting dogs, in which two volumes would you look?
7. To find information about Emiliano Zapata's role in Mexico, in which two volumes would you look?
8. In which two volumes would information about military parachute jumping be found?
9. To find information about insurance for an automobile, in which two volumes would you look?
10. In which two volumes would information about sewing a a costume be found?

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Skill

16.1.1 Cont'd

3. Cont'd

Answer Key

1. Volume 16, Volume 5
2. Vol. 13, Vol. 15
3. Vol. 4, Vol. 17
4. Vol. 7, Vol. 17
5. Vol. 3, Vol. 1
6. Vol. 2, Vol. 6
7. Vol. 19, Vol. 12
8. Vol. 12, Vol. 14
9. Vol. 9, Vol. 2
10. Vol. 16, Vol. 5

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16.1.2 Using agencies

1. This skill can be assessed only within the context of the student's life. The instructor can assess through observation and informal discussion. It would be important to note things like whether a student knew about the purpose, organization and working styles of selected community agencies.

16.1.3 Using people.

1. This skill can be assessed only within the context of the student's life. Use observation and informal discussion.

16.1.4 Using telephone systems.

1. You will need to adapt the tasks to accommodate procedures in your area. Use the following suggestions to assess student's ability to use the telephone.

   1) Make local call to request and give information.

   2) Call local directory assistance to locate a number.

   3) Report an emergency to police or fire department.

   4) Use a pay telephone to make the calls listed in 1 through 3.

Skill

16.1.4 Cont'd

1. Cont'd

5) Make long distance, station to station call within the area code.

6) Make a long distance, station to station call outside the area code.

7) Make a person to person call.

8) Make a collect call.

9) Call directory assistance for a long distance number within the same area code.

10) Call directory assistance for a long distance number outside the area code.

11) Use pay telephone to make the calls listed in 5 through 10.

12) Bill call to a third number.

13) Make toll free, long distance call.

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pp. 357-358

Skill

16.1.4 Cont'd

2. The instructor can use the following form to determine whether students can use the phone book. Students should use the book to fill in the numbers for each of the listings.

DIRECTIONS: Write the names of three friends on lines a, b and c under Number 1. Then use the telephone book to find the telephone numbers for the people, services, businesses and agancies listed. Write the telephone numbers in the blanks.

	Telephone Number
1. Friends	
a ____________________	____________
b ____________________	____________
c ____________________	____________
2. Emergency Numbers	
Police	____________
Fire	____________
Ambulance	____________
3. Local Business Offices	
a ____________________ (Department Store)	____________
b ____________________ (Pharmacy)	____________
c ____________________ (Insurance Company)	____________

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Skill

16.1.4 Cont'd

2. Cont'd

	Telephone Number
4. Local Agencies	
The Court House	
The Library	
The Health Department	
5. Provincial Agencies	
Motor Vehicles Branch	
Human Resources	
Ministry of Labour	
6. Federal Agencies	
Post Office	
CEIC	
Income Tax Office	
RCMP	

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Skill

16.1.4 Cont'd

3. Using the Yellow Pages. Use the following form to determine whether students can use the yellow pages. Students should use the yellow pages to fill in the numbers for each of the listings.

DIRECTIONS: The yellow pages of a telephone directory can be most helpful when you want to buy a product or arrange for a service. Use the yellow pages of the directory to find two names and telephone numbers of businesses for each of the products or services below. Write the names and numbers for each business in the blanks.

A. To Buy a Product	Telephone Number
1. Lumber	
______________________	______________
______________________	______________
2. Fill a medical prescription	
______________________	______________
______________________	______________
3. Used furniture	
______________________	______________
______________________	______________
4. Used car	
______________________	______________
______________________	______________

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Skill

16.1.4 Cont'd

3. Cont'd

B. To Arrange a Service

Telephone Number

1. Teeth checked and cleaned

______________________________ ______________

______________________________ ______________

2. Get your car towed

______________________________ ______________

______________________________ ______________

3. TV set repaired

______________________________ ______________

______________________________ ______________

4. Hire a furniture moving van

______________________________ ______________

______________________________ ______________

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Skill

16.1.5 Using writing skills for letters.

1. (See 10.1.3)
Assess this skill within the context of a student's life. Note whether the student uses the correct form and punctuation for different types of letters, as well as the tone and content.

16.1.6 Using card and microfiche catalogues.

1. Observe to determine whether a student can use a card or microfiche catalogue to locate a book in a school or community library.

The following assessment can be used to determine whether a student can identify each of the following items as an author's name, the title of a book or a subject.

DIRECTIONS: Look at the list of nine items below. Beside each item, write author, title or subject. Then write the number of the card catalogue drawer where you would find information. A model card catalogue follows.

	Author, Title or Subject	Drawer Number
Olympics		
Twain, Mark		
A Christmas Carol		
Mead, Margaret		
The Deerslayer		
Democracy		
Hawthorne, Nathaniel		
Soccer		
Treasure Island		

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Skill

16.1.6 Cont'd

1. Cont'd

AUTHOR AND TITLE

1 A-Arizona	7 E-Ezzelino	13 La-Lyublin	19 Pizzetti-Pyxis
2 Arj-Azyme	8 F-Fyzabad	14 M-Mizzle	20 Q-Rzewuski
3 B-Bz	9 G-Gyres	15 M.J.-Mzharana	21 S-Skiries
4 C-Czuczur	10 H-Hyz	16 N-Nys.	22 Sklent-Szy
5 D-Dizzy	11 I-Izzet	17 O-Ozzie	23 T-Tiziano
6 Djark-Dzierzon	12 J-Kyzyl	18 P-Pizza	24 TL-Tzu Hsi

SUBJECT

25 A-Art. L	31 E-Eyelid	37 Labor-Lynx	43 Poet-Pyramid
26 Art. M-Axis	32 Fable-Funnies	38 M-Metric	44 Q-Rye
27 B-Byzantium	33 G-Gypsy	39 Mexico-Myth	45 S-Skiing
28 C-Cz	34 Habit-Hyena	40 N-Nylon	46 Slime-System
29 D-Dog	35 Ibex-Ivy	41 O-Ozone	47 Taxes-Torch
30 Dolls-Dynamite	36 Jaw-Kremlin	42 P-Poet	48 Torpedo-Tze Tze

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Skill

16.1.6 Cont'd

1. Cont'd

Answer Key

Olympics	subject	41
Twain, Mark	author	24
A Christmas Carol	title	4
Mead, Margaret	author	14
The Deerslayer	title	5
Democracy	subject	29
Hawthorne, N.	author	10
Soccer	subject	46
Treasure Island	title	24

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MATHEMATICS

403

Mathematics

Planning

The use of this section of the kit requires a certain amount of preparation. As a total of 201 items are given, you will need to select about 40 for a single test. This can be done in several steps.

List the skills you wish to test. Do not include skills which your students are not taught, even if you think they might have learned them as general knowledge.

Select suitable test items. Not every skill needs to be tested directly. If, for example, you were testing whole number operations, addition and division might be tested directly; subtraction by substitution, and multiplication by a word problem. Likewise, addition of whole numbers could be checked directly, and of decimals by a word problem.

Check word problems for their suitability. Remember to modify items to suit your local situation. For example, skill 20.3.4 includes a question about a farmer and his potato crop. A strictly urban student might be happier comparing outputs of factories, while a resident of a coastal fishing town would relate better to catches of fish. Sexual bias can be avoided by suitable substitutions, especially in measurement questions. Often only the story needs to be changed with the figures left the same. However, with present inflation, prices and wages may need adjustment to remain realistic. If rewritten problems can be typed using IBM 12 pitch courier type, they will match the type of the Kit.

Photocopy the right side of all pages containing questions you plan to use. Cut out the specific questions and sort them into groups. It is best to group number operations, followed by word problems. If estimation is tested, then these items should be grouped and very specific written and oral instructions given that an *estimate* is required and *not* the actual answer. Rewritten questions can be separated and sorted into the appropriate groups.

Paste the items in order onto sheets of white 8½"x 11" (21.5 x 28 cm) paper. Use only one side. These sheets are your test masters.

Photocopy enough copies of each master. Collate and staple the tests.

Prepare an answer key for your test. Answers for items in this Kit are identified both by the letter and the actual numbers and given immediately after the question item section.

File the masters with any extra copies and the answer key. Ideally, notes on when and with whom a test is used, along with a summary of results, should be kept with each master copy.

The alternate to the above cut and paste method is to select the desired items, rewrite any which require changes and have the entire test retyped. If you choose to do this, have the results proofread *very carefully*.

If you feel that multiple choice testing is too alien for your students, the answer choices can be omitted and working space used.

Plan to have students mark their choices on their papers. The use of a separate answer sheet is too confusing for many students.

Administering

Be sure to allow a student enough time to complete the test. An average student should be able to complete 40 items in one hour, but a slow reader will require more time. Also, more than 25% word problems will require more time.

Make sure the student understands how to do multiple choice questions. It is a good thing to put one or two sample questions, such as 2 + 3 = ?, at the beginning, so that the student can practice. Also explain that one of the choices is the correct answer and all others are incorrect.

Give every student a good supply of scrap paper.

Follow up

If possible, mark a test as soon as the student finishes it. This results in maximum interest; the student is more likely to remember how or why she chose a particular answer. Allow the student to look over the marked test and spend time discussing the results and their implications. However, as it is not intended that the items be used as a teaching/learning tool, do not have a student correct mistakes. As preparation of a set of questions takes both time and effort, it is best to keep all papers so that any test can be reused without the likelihood of its being familiar to another student.

It must be reiterated that the results of a test based on Kit items should be only one tool in the diagnosis of a new student or the criteria for completion of a program.

The student's reading ability, goals and most recent occupation must be considered. Often students who have been out of school for a number of years will have retained or improved reading skills but forgotten mathematics. In documenting completion of a mathematics program, the results of other tests, day to day work and demonstration of mathematical skills in other contexts must be considered.

If the test items for a particular group of skills are done poorly by a student who supposedly has learned them, then a need for re-teaching is indicated. However, a single correct answer does not mean a student has total mastery of the skill. Other indicators must be considered.

20.0 MATHEMATICS -- Whole Number Operations

Goal

20.1 To enable adult students to read, write, and use whole numbers in a meaningful way.

Skill

20.1.1 Read and write digits 0-9.

As this is a basic skill necessary for all other skills in Mathematics, it is not tested *per se*.

20.1.2 Read and write numbers to the millions.

1. Which one of the following is the same as three million, three hundred thirty-three thousand, thirty-three?

   a) 3,033,333
   b) 3,333,033
   c) 3,303,333
   d) 3,330,333

2. The correct way to read the numeral 50,037 is:

   a) five hundred thirty-seven
   b) five thousand thirty-seven
   c) fifty thousand three hundred seven
   d) fifty thousand thirty-seven

20.1.3 Name place value to millions.

1. Which number has 7 in the hundreds place, 0 in tens place, 4 in in ten-thousands place, 6 in ones place, and 3 in thousands place?

   a) 70,463
   b) 43,706
   c) 34,706
   d) 43,607

2. In the number 569,348, the 6 is in which place?

   a) hundreds
   b) thousands
   c) ten-thousands
   d) hundred-thousands

Skill

20.1.4 Explain place value as groups of 10's, 100's, etc. to millions.

1. Another way of expressing 41,605 is:
   - a) 4,000 + 16 + 5
   - b) 4,000 + 1,000 + 600 + 50
   - c) 40,000 + 1,000 + 600 + 5
   - d) 40,000 + 1,000 + 600 + 50

2. The numeral which expresses 4 hundreds plus 6 tens plus 5 ones is:
   - a) 400,605
   - b) 40,605
   - c) 4,605
   - d) 465

20.1.5 Compare numbers using
equal to , same as ,
fewer , less than ,
more than , greater than .

1. Which of the following numerals names the smallest number?
   - a) 311
   - b) 246
   - c) 264
   - d) 426

2. Which of the following numerals is less than 80,000?
   - a) 79,657
   - b) 81,749
   - c) 796,517
   - d) 131,496

20.1.6 Apply comparison of numbers in practical situations. i.e. measurements, prices, money, etc.

1. A carpenter had 4 pieces of wood. Their lengths were 97 centimetres, 102 centimetres, 94 centimetres and 89 centimetres. He used the shortest piece. How long was the piece he used?
   - a) 97 centimetres
   - b) 102 centimetres
   - c) 94 centimetres
   - d) 89 centimetres

2. Four men entered a long distance, cross-country race. Sam completed the race in 3 hours 40 minutes, Jack in 3 hours 10 minutes, Don in 3 hours 26 minutes and Pete in 3 hours 12 minutes. Which of the men took the longest to finish the race?
   - a) Sam
   - b) Jack
   - c) Don
   - d) Pete

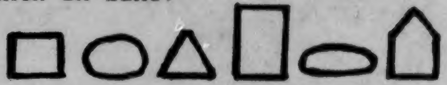
Skill

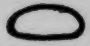
20.1.7 Use ordinals up to twentieth position.

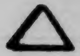
1. In the series of letters A, C, X, E, P, R, Y, M, K, G, the letter Y is in what position from the beginning (left end) of the series?

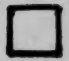
   a) 7th
   b) 9th
   c) 5th
   d) 8th

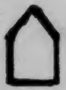
2. Which of these figures is sixth in line?



a) 

b) 

c) 

d) 

20.1.8 Count orally by 2's, 5's, 10's, and complete a written sequence having increments of 2, 5, or 10.

1. Complete the following series of numbers: 52, 54, 56, 58, __

   a) 59
   b) 57
   c) 60
   d) 56

2. Which number belongs on the line? 15, 20, __, 30

   a) 26
   b) 35
   c) 25
   d) 10

Skill

20.1.9 Round whole numbers to the nearest 10, 100 or 1,000.

1. Someone has estimated that the population of Slobovia will grow to 6,549,700. Rounded to the nearest thousand, this number would be:

   a) 7,000,000
   b) 6,500,000
   c) 6,550,000
   d) 655

2. Round 7,251 to the nearest 10.

   a) 7,200
   b) 7,250
   c) 7,260
   d) 7,300

Goal

20.2 To enable students to perform the operation of addition as required in concrete situations.

Skill

20.2.1 Add one, two and three digit numbers, written or given orally.

1. Add:
$$\begin{array}{r}429\\35\\\underline{531}\end{array}$$

   a) 9,815
   b) 995
   c) 595
   d) 985

2. 764 + 36 + 8,234 =

   a) 8,934
   b) 9,934
   c) 9,034
   d) 8,034

Skill

20.2.2 Use the symbols +, = and ____.

1. The symbol + means:
   - a) add
   - b) find the difference
   - c) times
   - d) multiply

2. Choose the correct symbol to put in the box, 14 □ 3 = 17.
   - a) -
   - b) x
   - c) +
   - d) =

20.2.3 Estimate the answers to one, two or three digit additions.

1. The best estimate to the question 21 + 48 + 53 + 87 is:
   - a) 190
   - b) 210
   - c) 230
   - d) 209

2. To estimate the sum of 387 + 1,293 + 807 + 223 the numerals used would be:
   - a) 300 + 1,200 + 800 + 200
   - b) 400 + 1,300 + 800 + 200
   - c) 300 + 1,000 + 800 + 200
   - d) 400 + 1,300 + 900 + 300

20.2.4 Add practical amounts such as lengths, weights, time, money (without conversions). See also decimals.

1. Add: $ 4.98

   13.73

   4.11

   21.97

   - a) 4479
   - b) $43.79
   - c) $44.79
   - d) $54.79

Skill

20.2.4 Cont'd

2. Add: 21 hours 3 minutes 12 seconds
 1 hour 27 minutes
 15 minutes 27 seconds

   a) 22 hours 55 minutes 39 seconds
   b) 22 hours 45 minutes 27 seconds
   c) 23 hours 5 minutes 29 seconds
   d) 22 hours 45 minutes 39 seconds

20.2.5 Solve word problems where addition is required, estimating the answer first.

1. Mrs. Smith weighs 67 kilograms. Her husband weighs 15 kilograms more. How many kilograms does Mr. Smith weigh?

   a) 52
   b) 62
   c) 72
   d) 82

2. Peggy spent $5.00. She now has $8.00 left. How much money did she have to begin with?

   a) $ 3.00
   b) $13.00
   c) $40.00
   d) $12.00

3. Jim and his family took a 3 day trip. On the first day they drove 287 kilometres, on the second day they drove 302 kilometres, and on the third day they drove 95 kilometres. Estimate how many kilometres they drove in the 3 days?

   a) 720 kilometres
   b) 670 kilometres
   c) 690 kilometres
   d) 800 kilometres

Skill

20.2.5 Cont'd

4. A new car is advertised at a price of $5,995.00. Additional costs are: $226 - automatic transmission
$95 - radio
$210 - transportation charge
$195 - sales tax
$495 - air conditioning

The total cost to the nearest hundred is:

a) $7,200
b) $7,500
c) $7,000
d) $7,900

Goal

20.3 To enable students to perform the operation of subtraction as required in concrete situations.

Skill

20.3.1 Subtract one, two and three digit numbers, written or given orally.

1. Subtract: 1,054
− 865

a) 1,919
b) 289
c) 189
d) 211

2. 6,789 - 1,492 =

a) 5,317
b) 4,397
c) 5,397
d) 5,297

Skill

20.3.2 Use the symbols -, = and _____.

1. The mathematical sign - means:
   - a) divide
   - b) add on
   - c) subtract
   - d) less than

2. The correct sign to place in the box in 7 □ 3 = 4 is:
   - a) +
   - b) -
   - c) =
   - d) ÷

20.3.3 Estimate the answers to one, two or three digit subtractions.

1. Estimate the answer to 7,964 - 3,104.
   - a) 5,000
   - b) 4,000
   - c) 4,860
   - d) 800

2. To estimate the answer to 7,189 - 3,820 you would subtract:
   - a) 4,000 from 8,000
   - b) 3,000 from 8,000
   - c) 4,000 from 7,000
   - d) 3,000 from 7,000

20.3.4 Solve word problems where subtraction is required, estimating the answer first.

1. In 1979, Mr. Jones earned $21,479. The following year he was laid off for several months and earned only $15,286. How much less did he earn the second year?
   - a) $7,193
   - b) $6,203
   - c) $6,193
   - d) $14,213

Skil

20.3.4 Cont'd

2. The odometer of a truck read 75,614 kilometres at the beginning of a trip and 76,142 kilometres at the end. How many kilometres long was the trip?

   a) 532 kilometres
   b) 1,532 kilometres
   c) 1,528 kilometres
   d) 528 kilometres

3. The odometer of a car read 45,874 kilometres at the last tune-up. The next tune-up will be done when the odometer reads 55,000 kilometres. Estimate how many kilometres the car will travel between tune-ups:

   a) 11,000 kilometres
   b) 900 kilometres
   c) 9,000 kilometres
   d) 7,000 kilometres

4. A farmer grew 18,225 kilograms of potatoes one year. The next year he grew only 9,900 kilograms. Estimate the difference between his potato crops for the 2 years:

   a) 8,000 kilograms
   b) 8,325 kilograms
   c) 18,000 kilograms
   d) 800 kilograms

20.3.5 Compare addition to subtraction, using addition to check answers to subtraction.

1. The sum of 23 and another number is 60. What is the other number?

   a) 27
   b) 43
   c) 37
   d) 34

2.

$$\begin{array}{r} 315 \\ -\underline{179} \\ 136 \end{array}$$

Which numbers should you use to check the above subtraction?

   a) Add 136 to 179
   b) Add 136 to 315
   c) Add 179 to 315
   d) Add 315 to 136 and then add 179 to the answer

Goal

20.4 To enable students to perform the operation of multiplication as required in concrete situations.

Skill

20.4.1 Know multiplication facts from memory, 0-12.

1. The product of 7 x 9 is:

a) 64
b) 72
c) 63
d) 56

2.

$$\begin{array}{r} 8 \\ \underline{\times\ 6} \end{array}$$

a) 46
b) 42
c) 32
d) 48

20.4.2 Compare multiplication and addition.

1. Which of the following statements shows that 3 x 8 = 24?

a) 24 - 3 x 8 = 0
b) 24 - 8 = 16
c) 8 + 8 + 8 = 24
d) $\frac{8 \times 8}{3 \times 3} = 24$

2. Which of the following statements is another way of writing 4 x 5?

a) 4 + 4 + 4 + 4
b) 5 + 5 + 5 + 5
c) 20 - 5 - 4
d) 4 + 5 + 4 + 5 + 4 + 5 + 4 + 5

20.4.3 Multiply one, two and three digit numbers.

1. Multiply:

$$\begin{array}{r} 403 \\ \times\ \underline{59} \end{array}$$

a) 24,337
b) 5,642
c) 23,777
d) 3,627

Skill

20.4.3 Cont'd

2. Multiply: 786 x 32 =

   a) 29,462
   b) 22,942
   c) 3,930
   d) 25,152

20.4.4. Use symbols of x, = and ____.

1. Which of these signs belongs in the box, 1 □ 4 = 4?

   a) +
   b) -
   c) x
   d) ÷

2. The sign x means:

   a) divide
   b) add
   c) equals
   d) multiply

20.4.5 Estimate answers to one, two and three digit multiplication questions.

1. To estimate the answer to 58 x 4,129 multiply:

   a) 60 x 4,000
   b) 50 x 4,000
   c) 50 x 4,000 and add on 8 + 129
   d) 60 x 4,000 and add 129 and subtract 2

2. Which of the following numbers is about five times as large as 251?

   a) 1,000
   b) 1,250
   c) 255
   d) 10,250

20.4.6 Solve word problems where multiplication is required, estimating answers first.

1. A sports car owner says that he gets 14 kilometres per litre of gasoline. How many kilometres could he go on 7 litres of gasoline?

   a) 200 kilometres
   b) 98 kilometres
   c) 980 kilometres
   d) 20 kilometres

Skill

20.4.6 Cont'd

2. There are 25 members in the volleyball club. If the cost for each uniform is $24, how much would it cost to buy one new uniform for each club member?

   a) $49
   b) $6,000
   c) $600
   d) $96

3. Mary wanted to buy a case of 48 cans of salmon at $1.89 a can. To obtain a rough idea of the price of the case of salmon, Mary should:

   a) Multiply 50 x $1.90
   b) Multiply 40 x $1.80
   c) Add 50 and $1.90
   d) Multiply 48 x $1.89

4. A truck was loaded with 19 iron bars. If each bar weighs 419 kilograms, the estimated weight of the load is:

   a) 8,400 kilograms
   b) 7,961 kilograms
   c) 8,000 kilograms
   d) 2,100 kilograms

Goal

20.5 To enable students to perform the operations of division as required in concrete situations.

Skill

20.5.1 Show knowledge of basic division facts, as from multiplication tables from memory.

1. 24 ÷ 4 =

   a) 5
   b) 6
   c) 8
   d) 7

Skill

20.5.1 Cont'd

2. $9\overline{)72} =$

   a) 9
   b) 8
   c) 12
   d) 6

20.5.2 Compare division and multiplication, and use division to check multiplication and vice versa.

1. A number should be placed in the box. What is that number?

$$\begin{array}{r} \square 49 \\ \underline{\times \ \ 5} \\ 3{,}245 \end{array}$$

   a) 5
   b) 0
   c) 7
   d) 6

2. To prove that 504 ÷ 56 = 9:

   a) Subtract 56 from 504
   b) Multiply 9 x 56
   c) Do the question again tomorrow
   d) Multiply 50 x 9 and add 6

20.5.3 Divide up to five digit numbers, by up to two digit numbers, with or without remainders.

1. Divide: $45\overline{)1{,}232}$

   a) 27 remainder 37
   b) 27 remainder 17
   c) 29 remainder 27
   d) 207 remainder 17

2. The answer to the exercise below is:

$54\overline{)379}$

   a) 7 remainder 7
   b) 3 remainder 7
   c) 6 remainder 3
   d) 7 remainder 1

Skill

20.5.4 Use the symbols ÷, $\overline{)}$ and =.

1. The problem 328 ÷ 156 can also be written:
   - a) 328 x 156
   - b) 156 ÷ 328
   - c) $156\overline{)328}$
   - d) $328\overline{)156}$

2. The correct symbol to place in the box in the statement 8 ☐ 4 = 2 is:
   - a) x
   - b) =
   - c) -
   - d) ÷

20.5.5 Estimate answers to division.

1. Estimate the answer to 6,984 ÷ 31:
   - a) 205
   - b) 230
   - c) 250
   - d) 25

2. To estimate the answer to 896 ÷ 91 you should:
   - a) Divide 1,000 by 100
   - b) Divide 900 by 90
   - c) Divide 890 by 91
   - d) Multiply 91 by 10

20.5.6 Solve word problems requiring division, estimating the answers first.

1. How many packages of nine oranges each can be made from 378 oranges?
   - a) 40
   - b) 42
   - c) 48
   - d) 38

Skill

20.5.6 Cont'd

2. Mr. Johnson used 13 litres of gasoline in driving 208 kilometres. How many kilometres to the litre did he get?

   a) 12 kilometres per litre
   b) 15 kilometres per litre
   c) 16 kilometres per litre
   d) 18 kilometres per litre

3. A dump truck can hold 18 cubic metres of dirt at one time. Approximately how many trips would be required to haul away 3,570 cubic metres of dirt?

   a) 1,800
   b) 18
   c) 90
   d) 180

4. If a jet plane flies at an average speed of 600 kilometres per hour, about how long will it take to travel 2,975 kilometres? (Express your answer to the nearest whole number of hours.)

   a) 1 hour
   b) 4 hours
   c) 5 hours
   d) 178,500 hours

Goal

20.6 To enable students to use whole number operations when more than one operation is used in sequence.

Skill

20.6.1 Perform a sequence of up to three operations by following written or oral directions. (e.g. add 2 numbers, multiply the sum by 20, then subtract another number.)

1. Subtract 56 from 476. Divide your answer by 6. Multiply that answer by 3. The result is:

   a) 21
   b) 70
   c) 180
   d) 210

Skill

20.6.1 Cont'd

2. Multiply 12 by 6. Add 28 to your answer. Divide the result by 4 and you get:
   a) 11
   b) 22
   c) 25
   d) 28

20.6.2 Solve word problems requiring more than one operation.

1. A used automobile can be bought for cash for $2,850 or on credit with a down payment of $400 and $80 a month for three years (36 months). How much more would a person pay by buying on credit rather than by buying the car for cash?
   a) $330
   b) $430
   c) $2,880
   d) $3,280

2. Mr. Grange had 70 sheep, but 10 died. He divided those remaining evenly among his 3 sons. How many sheep did each receive?
   a) 15
   b) 20
   c) 40
   d) 60

Goal

20.7 To enable students to use computational aids.

Skill

20.7.1 Use Diens blocks, drawings or other concrete forms to illustrate the concept of place value.

As this is a demonstration of the understanding of a basic skill which is tested in 20.1.3 and 20.1.4, it is not tested as such, but if desired can be tested on an individual basis.

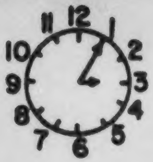
20.7.2 Use a calculator to add, subtract, multiply or divide whole numbers.

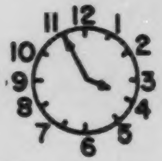
Questions listed for 20.2.1, 20.3.1, 20.4.3 and 20.5.3 can be applied to calculator use.

Another approach is to give the student a reasonably simple division question and tell her to find the answer without using the division key on the calculator. Several variations are possible.

Skill

20.7.3 Tell time numerically or traditionally, and convert from one system to the other.

1. When you left home, the clock read 

   Upon returning, it read 

   What was the length of time you were away?

   a) 1 hour 10 minutes
   b) 50 minutes
   c) 10 minutes
   d) 2 hours 15 minutes

2. A worker went to his job at 7:45 a.m. and returned home exactly 10 hours later. At what time did he reach home?

   a) 4:45 p.m.
   b) 5:45 p.m.
   c) 7:55 p.m.
   d) 8:45 p.m.

3. Which one of these means three hours after midnight?

   a) 0300
   b) 0600
   c) 1500
   d) 0003

20.7.4 Use a calendar to explain days in a week and months in a year, and to determine lapsed time.

1. George was born on December 1, 1958, and Sara was born on May 1, 1961. How much older is George than Sara?

   a) 2 years, 5 months
   b) 2 years, 6 months
   c) 2 years, 7 months
   d) 3 years, 5 months

2. Use the classroom calendar to determine the number of days you would pay interest if you borrowed money on March 16 and repaid the loan on August 6. (Don't count the day you got the money.)

   a) 140 days
   b) 143 days
   c) 145 days
   d) 243 days

21.0 MATHEMATICS -- Decimals

Goal

21.1 To enable students to read decimal fractions.

Skill

21.1.1 Count orally or complete a written sequence changing by increments of tenths, hundredths, thousandths.

1. What comes next in this list: 0.1; 0.2; 0.3; 0.4; ......

   a) 0.5; 0.7
   b) 0.45; 0.55
   c) 0.05; 0.06
   d) 0.5; 0.6

2. Select the correct numeral to place in the ___ in the series 0.11;0.12; ___; 0.14; 0.15:

   a) 0.1
   b) 0.01
   c) 0.13
   d) 0.125

21.1.2 Read and write decimals and mixed numbers to the ten-thousandths.

1. 7.89 is the same as:

   a) $7 + \frac{8}{10} + \frac{9}{100}$

   b) $\frac{798}{1000}$

   c) $\frac{7}{10} + \frac{8}{100} + \frac{9}{1000}$

   d) 7 + (8 x 10) + (9 x 100)

2. Which of the following numerals means the same as sixty-seven thousandths?

   a) 67,000
   b) 0.67
   c) 0.067
   d) .0067

Skill

21.1.3 Name place values to the ten-thousandths.

1. Which of the following numerals has 4 in the tenths place?

   a) 40.73
   b) 68.24
   c) 453.68
   d) 821.43

2. In 0.55755 the value of the 7 is:

   a) 7 hundredths
   b) 7 thousandths
   c) 7 ten thousandths
   d) 70 thousandths

21.1.4 Write cents of money as decimals.

1. Seventy-nine dollars and fifty-six cents written in decimal form is:

   a) 79.56
   b) $7956
   c) $.7956
   d) $79.56

2. $.84 can be written as:

   a) 84 dollars
   b) 8 dollars 4 cents
   c) 84¢
   d) 8 dollars and 40 cents

21.1.5 Compare decimals up to the thousandths place.

1. All of the following are less than 0.172 except:

   a) 0.1719
   b) 0.1721
   c) 0.0721
   d) 0.1702

2. Which number is the smallest?

   a) 0.022
   b) 2.002
   c) 0.202
   d) 0.220

Skill

21.1.6 Round decimal numbers to the ten-thousandths place.

1. Round 2,479.7238 to the nearest hundredth.

   a) 2,500
   b) 2,479.80
   c) 2,479.72
   d) 2,479.724

2. Round 21.092 to the nearest tenth.

   a) 21
   b) 21.1
   c) 21.09
   d) 21.01

Goal

21.2 To enable students to add decimals.

Skill

21.2.1 Add decimal numbers to the thousandths place, estimating the answer first.

1. Add:

$$\begin{array}{r} \$\ 3.06 \\ 10.00 \\ 9.14 \\ \underline{5.10} \end{array}$$

   a) $17.30
   b) $2,730.00
   c) $27.20
   d) $27.30

2. Perform the indicated operation and round the answer to the nearest tenth:

$$\begin{array}{r} 1.47 \\ +\ \underline{0.02} \end{array}$$

   a) 1.5
   b) 1.4
   c) 1.49
   d) 1

3. A good estimate of the sum of 11.963 + 2.006 + 7.843 + .989 is:

   a) 22.801
   b) 23
   c) 20
   d) 24.6

Skill

21.2.2 Add decimal numbers in which the number of decimal places in the addends varies.

1. Add: 3.7 + 7.374 = _____

   a) 11.074
   b) 7.411
   c) 10.074
   d) 10.174

2. Add 2.07 + .496 + 6.7 + 19.75

   a) 2.745
   b) 29.016
   c) 33.48
   d) 34.006

21.2.3 Solve problems requiring the addition of decimal numbers, estimating the answers first.

1. Jack has 3 pieces of wood. One is 0.45 centimetres thick, one is 0.3 centimetres thick and one is 0.625 centimetres thick. What is the total thickness of the 3 pieces?

   a) 0.673 centimetres
   b) 1.375 centimetres
   c) 13.75 centimetres
   d) 4.375 centimetres

2. On a recent trip Mary spent $45.60 for motel bills, $52.25 for meals, $28.24 for gas and $11.42 for souvenirs and post cards. How much did she spend?

   a) $13.75
   b) $127.51
   c) $137.66
   d) $137.51

3. On a recent shopping trip Jack spent $18.98 for a shirt, $9.05 for a belt, $27.89 for a sweater and $21.14 for jeans. Estimate how much Jack spent, using whole dollars to find your answer:

   a) $87
   b) $75
   c) $77
   d) $80

Goal

21.3 To enable students to subtract decimals.

Skill

21.3.1 Subtract decimal numbers to the thousandths place, estimating answers first.

1. Subtract: $\begin{array}{r} 62.1 \\ -\ \underline{23.8} \end{array}$

   a) 41.7
   b) 38.3
   c) 49.3
   d) 3.83

2. Subtract: 0.423 - 0.185 =

   a) 0.238
   b) 0.248
   c) 0.338
   d) 0.362

3. To estimate the answer to 413.043 - 193.129 you could use:

   a) 400 - 100
   b) 413 - 193
   c) 413.04 - 193.12
   d) 413.0 - 193.1

21.3.2 Subtract decimal numbers in which the minuend and subtrahend have different numbers of places of decimals.

1. Subtract: 43.7 - 26.45 =

   a) 16.62
   b) 17.25
   c) 22.08
   d) 27.35

2. Subtract: 75.08 - 5.0425 =

   a) 23.655
   b) 24.655
   c) 70.0375
   d) 80.1225

Skill

21.3.3 Solve problems requiring the subtraction of decimal numbers, estimating answers first.

1. Bob had a piece of wire 12.65 metres long. He cut off a length 2.9 metres long. How much wire was left?

   a) 9.95 metres
   b) 8.75 metres
   c) 9.75 metres
   d) 15.55 metres

2. How much change will I get from a $20 bill if I buy something costing $11.29?

   a) $9.71
   b) $8.61
   c) $9.29
   d) $8.71

Goal

21.4 To enable students to multiply decimals.

Skill

21.4.1 Multiply decimal numbers of up to three decimal places each, estimating the answer first.

1. Multiply: $\begin{array}{r} 3.98 \\ \times\ \underline{4.6} \end{array}$

   a) 0.18308
   b) 1.8308
   c) 18.308
   d) 18.208

2. Multiply: $\begin{array}{r} 0.13 \\ \times\ \underline{0.5} \end{array}$

   a) 0.065
   b) 0.515
   c) 0.65
   d) 650

Skill

21.4.1 Cont'd

3. Round each factor to the nearest whole number. Then use the rounded factors to estimate which of the following answers is best: 8.431 x 19.942

   a) 27
   b) 19
   c) 160
   d) 2,000

4. By estimation, choose the example which will have the largest product:

   a) $\begin{array}{r} 888 \\ \underline{\times\ 90.9} \end{array}$

   b) $\begin{array}{r} 888 \\ \underline{\times\ 9.09} \end{array}$

   c) $\begin{array}{r} 888 \\ \underline{\times\ 10.1} \end{array}$

   d) $\begin{array}{r} 888 \\ \underline{\times\ 101} \end{array}$

21.4.2 Solve word problems requiring the multiplication of decimals, estimating answers first.

1. A museum charges 25¢ admission for children. During the month of August 525 children visited the museum. What was the total amount paid for their entry?

   a) $131.25
   b) $210.00
   c) $525.25
   d) $550.00

2. Ann bought 9.6 metres of velvet which cost $9.85 a metre. How much did she pay for the velvet?

   a) $19.45
   b) $94.56
   c) $102.26
   d) $147.75

Skill

21.4.3 Multiply whole or decimal numbers by 1, 10, 100 and 1,000 by moving the decimal point.

1. To multiply 22.476 by 10:

   a) Move the decimal point to between the 2's
   b) Move the decimal point to between 4 and 7
   c) Leave the decimal point where it is and add a "0" after the 6
   d) Put in a "0" between the decimal point and 4

2. One thousand times 2.00406 is:

   a) .000200406
   b) 200.406
   c) 2,004.06
   d) 2.00406000

Goal

21.5 To enable students to divide by decimals.

Skill

21.5.1 Divide decimal numbers of up to three decimal places, estimating the answers first.

1. Divide: $6\overline{)0.84}$

   a) 1.4
   b) 0.14
   c) 0.014
   d) 0.104

2. 12 ÷ 2.4 =

   a) 0.005
   b) 0.05
   c) 0.5
   d) 5.0

3. The decimal point has yet to be placed in the answer below. Which of the following shows its correct placement?

   $13.175 \div 0.31 = \boxed{425}$

   a) 0.425
   b) 4.25
   c) 42.5
   d) 425.0

Skill

21.5.2 Express answers to decimal divisions in decimal form (not remainders), rounded to a given place.

1. 6.8 ÷ 3 rounded to the nearest hundredth is:

   a) 0.23
   b) 23.00
   c) 2.267
   d) 2.27

2. 9.439 ÷ 12 and rounded to the nearest tenth is:

   a) 0.7
   b) 0.8
   c) 0.79
   d) $0.7\frac{7}{12}$

21.5.3 Solve word problems where the division of decimals is required, estimating the answer first.

1. Joe paid $13.86 for 45 litres of gasoline. What was the price per litre (to the nearest tenth of a cent)?

   a) $.30
   b) $30.8
   c) 30.8¢
   d) 31.0 cents

2. Ann had 21.4 metres of ribbon which she cut into 5 equal pieces. How long was each piece?

   a) 4.28 metres
   b) 0.428 metres
   c) 42.8 metres
   d) 0.0428 metres

21.5.4 Divide whole or decimal numbers by 1, 10, 100 and 1,000 by moving the decimal point.

1. To divide 4.82 by 10:

   a) Move the decimal place one place to the right
   b) Move the decimal place one place to the left
   c) Move the decimal place to after the 2.
   d) Write the answer .0428

2. 632.3 ÷ 1000 is:

   a) 0.6323
   b) 632.0003
   c) 632.3000
   d) 632,300

Goal

21.6 To enable students to use decimals in more complex operations.

Skill

21.6.1 Solve problems requiring the use of decimals and of more than one operation in sequence.

1. Meg was keeping track of the number of miles her family traveled in the car during a two day trip. When they left on Saturday morning, the odometer (mileage indicator) read 8004.9 kilometres. On Saturday they traveled 92.3 kilometres and on Sunday they traveled 105.6 kilometres. What did it read when they arrived home on Sunday?

   a) 8202.8
   b) 8222.8
   c) 9983.9
   d) 8200.8

2. Mr. Smith's cheque register looks like this:

Date	Details	Withdrawal	Deposit	Balance
				$72.46
Nov. 16	Wages		$200.00	
Nov. 25	New Coat	$56.00		

   What would his balance be after he bought the coat?

   a) $17.54
   b) $183.54
   c) $216.46
   d) $328.46

3. A can of fruit punch costs 35 cents and serves 7 people. How much will it cost to serve 56 people?

   a) $19.60
   b) $2.80
   c) $0.98
   d) $2.45

22.0 MATHEMATICS -- Fractions

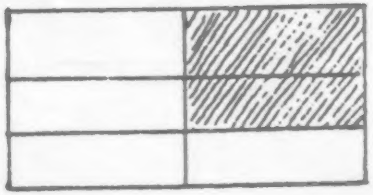
Goal

22.1 To enable the student to understand the basic concepts of fractions.

Skill

22.1.1 Explain fractions as a part of a whole visually and orally.

1.



What fraction of the area is shaded?

a) $\frac{4}{6}$

b) $\frac{2}{8}$

c) $\frac{2}{6}$

d) $\frac{2}{5}$

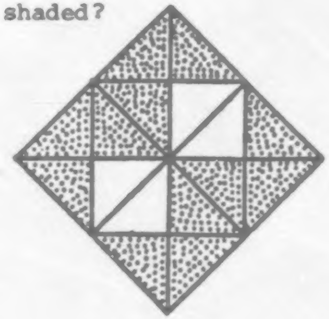
2. What fraction of this figure is shaded?

a) $\frac{3}{4}$

b) $\frac{2}{16}$

c) $\frac{1}{4}$

d) $\frac{1}{3}$



Skill

22.1.2 Write fractions as one number (part) over another number (whole), including whole numbers.

1. A cake is cut into 9 equal parts. If 4 of the parts are eaten, what fraction of the cake is eaten?

   a) $\frac{9}{4}$ b) $\frac{5}{9}$ c) $\frac{4}{9}$ d) $\frac{4}{13}$

2. There are 13 men and 15 women in a group. What fraction of the group are men?

   a) $\frac{15}{28}$ b) $\frac{13}{15}$ c) $\frac{15}{13}$ d) $\frac{13}{28}$

22.1.3 Simplify (reduce) fractions and raise fractions to higher terms.

1. Which of these fractions is equivalent to $\frac{7}{8}$?

   a) $\frac{3}{4}$ b) $\frac{15}{16}$ c) $\frac{14}{16}$ d) $\frac{14}{15}$

2. Which of the following fractions is not equivalent to $\frac{3}{7}$?

   a) $\frac{6}{10}$ b) $\frac{21}{49}$ c) $\frac{9}{21}$ d) $\frac{12}{28}$

3. What is the lowest common denominator that could be used to add $\frac{2}{3}$ and $\frac{4}{5}$?

   a) 12
   b) 15
   c) 22
   d) 24

22.1.4 Change mixed numbers to improprer fractions and vice versa.

1. Which of the following is equivalent to $6\frac{7}{12}$?

   a) $\frac{72}{12}$ b) $\frac{25}{12}$ c) $\frac{67}{12}$ d) $\frac{79}{12}$

2. $\frac{27}{8}$ is equivalent to:

   a) $3\frac{5}{8}$ b) $4\frac{3}{8}$ c) $3\frac{3}{8}$ d) $2\frac{10}{8}$

Goal

22.2 To enable the students to apply the basic operations to fractions.

Skill

22.2.1 Add fractions and combinations of whole numbers and fractions (like and unlike denominators).

1. Add and name in simplest form: $\frac{7}{9} + \frac{4}{9} = \square$

a) $\frac{11}{18}$ b) $1\frac{1}{9}$ c) $1\frac{2}{9}$ d) $1\frac{3}{9}$

2.

$$\begin{array}{r} 5\frac{3}{4} \\ +\ 3\frac{2}{3} \\ \hline \end{array}$$

a) $8\frac{5}{7}$ b) $9\frac{5}{12}$ c) $9\frac{7}{12}$ d) $9\frac{11}{12}$

22.2.2 Subtract fractions and combinations of whole numbers and fractions (like and unlike denominators).

1.

$$\begin{array}{r} \frac{7}{8} \\ -\ \frac{1}{6} \\ \hline \end{array}$$

a) $\frac{6}{2}$ b) $\frac{17}{24}$ c) $\frac{1}{4}$ d) $\frac{3}{4}$

2. Subtract and name in simplest form: $13\frac{1}{8} - 5\frac{3}{4} = \square$

a) $7\frac{3}{8}$ b) $7\frac{5}{8}$ c) $8\frac{1}{4}$ d) $8\frac{3}{8}$

Skill

22.2.3 Multiply fractions and combinations of fractions and mixed numbers.

1. What is the product of $\frac{4}{7} \times \frac{7}{4}$?

a) 1

b) $\frac{4}{28}$

c) $\frac{7}{28}$

d) $\frac{11}{28}$

2. $4\frac{3}{7} \times 2\frac{4}{5} =$

a) $8\frac{12}{35}$ b) $12\frac{2}{5}$ c) $6\frac{12}{35}$ d) $8\frac{1}{5}$

22.2.4 Show multiplication of a fraction by a fraction visually or by use of manipulative aids such as Diens blocks and Cuisenaire rods.

If these aids are used in your program, a student should be able to use them to illustrate a problem such as: $\frac{3}{10} \times \frac{1}{10} = \frac{3}{100}$

If these aids are not used, then this section should be omitted. (See also 20.7.1)

22.2.5 Divide a fraction by a fraction and combinations of fractions, whole or mixed numbers.

1. Divide: $\frac{2}{3} \div \frac{5}{7} =$

a) $\frac{10}{21}$ b) $\frac{14}{15}$ c) $\frac{9}{8}$ d) $\frac{15}{14}$

2. $5\frac{3}{4} \div \frac{3}{8} =$

a) $2\frac{5}{32}$ b) $5\frac{3}{8}$ c) $6\frac{1}{4}$ d) $15\frac{1}{3}$

22.2.6 Write division questions as fractions and solve.

1. $\frac{19}{4}$ means the same as:

a) $19 \div 4$ b) $19 \div \frac{1}{4}$ c) 4 out of 19 d) $3\frac{3}{4}$

Skill

22.2.6 Cont'd

2. When you write $\frac{54}{7}$ it means:

   a) One group of 7 taken 54 times

   b) 54 divided by $\frac{1}{7}$

   c) 54 objects divided into 7 groups

   d) 54 groups of 7 each

22.2.7 Solve word problems requiring the addition, subtraction, multiplication and division of fractions as well as whole number fraction combinations.

1. One-fourth of a cake was shared equally among 3 children. What portion of the whole cake did each of the children get?

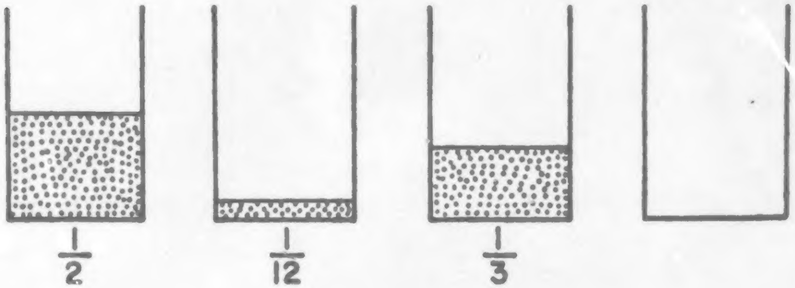
   a) $\frac{1}{12}$ b) $\frac{3}{4}$ c) $\frac{1}{7}$ d) $\frac{1}{3}$

2. The first glass is $\frac{1}{2}$ full.

   The second glass is $\frac{1}{12}$ full.

   The third glass is $\frac{1}{3}$ full.

   If the first three glasses were emptied into the fourth glass, what fractional part of it would be full?



   a) $\frac{3}{12}$ b) $\frac{2}{17}$ c) $\frac{11}{12}$ d) $\frac{5}{12}$

Skill

22.2.7 Cont'd

3.

"TIRES"

1/2 PRICE SALE!

Buy One, Get The
Second Tire For ½ Price

How much do two tires cost on sale which are regularly priced at $40 each?

a) $80
b) $60
c) $40
d) $20

4. Jane bought $10\frac{1}{2}$ metres of cloth to make dresses for her daughters. If each dress requires $2\frac{5}{8}$ metres, how many dresses could she make?

a) 2
b) 3 with no cloth left
c) 4
d) 3 with $2\frac{1}{4}$ metres left over

22.2.8 Estimate answers to word problems requiring work with fractions.

1. A candy maker put $1\frac{3}{4}$ kilograms of candy in each bag of candies. If he has 160 kilograms of candy, how can he best estimate how many bags he will get?

a) 160 x 2
b) 160 ÷ 2
c) 160 ÷ 1
d) 160 ÷ 2 then find $\frac{3}{4}$ of the answer

2. A plumber has three lengths of pipe, which are $1\frac{7}{10}$ metres, $2\frac{1}{8}$ and $9\frac{1}{10}$ metres long. Estimate how much pipe he has:

a) 16 metres
b) 12 metres
c) 13 metres
d) 15 metres

Skill

22.2.9 Use a calculator to solve questions with fractions.

As, at this level, the chief use of a calculator with fractions is in the multiplication and division of mixed numbers, no actual test items are given. If a student does use a hand held calculator, he/she should demonstrate how they would solve a question such as in 22.2.3.

Goal

22. To enable the student to relate different ways of expressing fractional amounts.

Skill

22.3.1 Compare fractions to each other and to decimal fractions, and change from one form to another.

1. Which of these fractions is greater than $\frac{1}{3}$ and less than $\frac{1}{2}$?

a) $\frac{3}{4}$ b) $\frac{2}{5}$ c) $\frac{2}{3}$ d) $\frac{1}{4}$

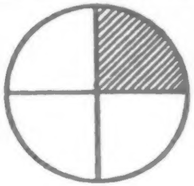
2. Written as a decimal, $\frac{5}{8}$ =

a) 5.8
b) 0.125
c) .58
d) 0.625

3. Another name for 7.5 is:

a) $7\frac{5}{100}$ b) $7\frac{1}{5}$ c) $7\frac{5}{7}$ d) $7\frac{1}{2}$

4. Which of the following names the shaded part of the figure?



a) 0.04
b) 0.4
c) 0.25
d) 0.75

23.0 MATHEMATICS -- Measurement and Metric Systems

Goal

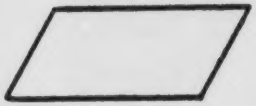
23.1 To enable the student to understand the use of measurement.

Skill

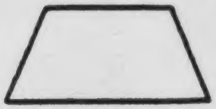
23.1.1 Draw and name common two dimensional shapes and three dimensional forms.

1. Which one of the following figures is a rectangle?

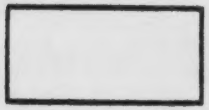
a)



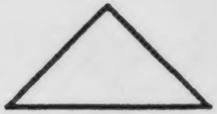
c)



b)



d)



2. A baseball is an example of a:

a) Cube
b) Sphere
c) Circle
d) Cone

Goal

23.2 To enable the student to use the metric system of measurement.

Skill

23.2.1 Name the common measurement units used in linear distance, area, volume, weight, temperature and time in the metric system.

1. The most appropriate metric unit for measuring a person's height is the:

a) kilogram
b) millilitre
c) centimetre
d) cubic centimetre

Skill

23.2.1 Cont'd

2. When an ad states that jeans are "made of 900 gram denim", the "900 gram" applies to:
   - a) The width of the denim
   - b) The area of denim in the jeans
   - c) The length of the denim
   - d) The weight of the denim

23.2.2 Give the values of the common prefixes (kilo-, centi-, and milli-) and write the accepted abbreviated form for units and sub-units.

1. The word kilogram means:
   - a) 100 grams
   - b) 1,000 grams
   - c) $\frac{1}{100}$ grams
   - d) $\frac{1}{1,000}$ grams

2. The prefix centi- in centimetres means:
   - a) 100
   - b) $\frac{1}{10}$
   - c) $\frac{1}{100}$
   - d) $\frac{1}{1,000}$

23.2.3 Explain the relationship between units in one kind of measure (e.g. km, m, cm and mm).

1. A centimetre is larger than a:
   - a) metre
   - b) kilometre
   - c) millimetre
   - d) gram

2. A litre is equal to:
   - a) 1,000 kilolitres
   - b) 10 centilitres
   - c) 1,000 millilitres
   - d) 100 millilitres

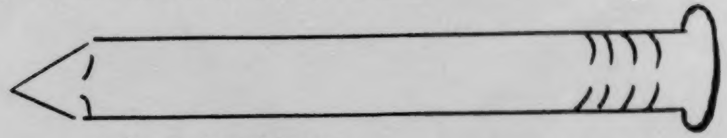
Skill

23.2.4 State the approximate size of each commonly used unit, using objects found in the students' environment.

1. A milk jug is likely to hold:
   - a) 1 millilitre
   - b) 10 millilitres
   - c) 1 litre
   - d) 100 litres

2. A ten-year-old boy is likely to weigh:
   - a) 35 grams
   - b) 175 grams
   - c) 35 kilograms
   - d) 175 kilograms

3. About how long is this nail?



   - a) 1 centimetre
   - b) 10 centimetres
   - c) 1 metre
   - d) 10 metres

23.2.5 Change from one unit to another in each kind of measurement.

1. 5 metres is the same length as:
   - a) 50 centimetres
   - b) 500 centimetres
   - c) 50 millimetres
   - d) 500 millimetres

2. How many metres are there in 0.65 kilometres?
   - a) 65
   - b) 650
   - c) 6.5
   - d) 0.65

Skill

23.2.6 Solve word problems using metric units.

1. Joan's dress needs 72 centimetres of ribbon. Ribbon is sold by the metre. Which of the following will Joan use to find out how many metres of ribbon she must buy.

   a) 72 x 100
   b) 72 ÷ 100
   c) 72 ÷ .01
   d) 72 ÷ 1,000

2. A turkey is cooked 20 minutes for each pound (= 45 minutes per kilogram). How long would you cook a 12½ pound (5½ kilogram) turkey?

   a) 2 hours 50 minutes
   b) 4 hours 10 minutes
   c) 6 hours 10 minutes
   d) 6 hours less 10 minutes

Goal

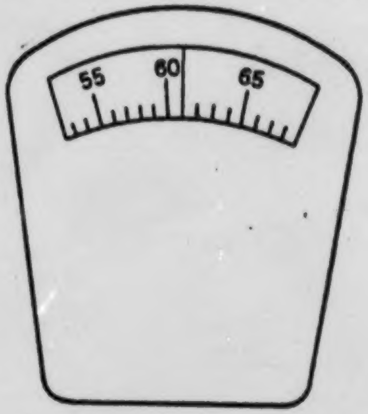
24.1 To enable students to obtain information from commonly used graphical presentations of data.

Skill

24.1.1 Read information from line, bar and circle graphs and pictographs.

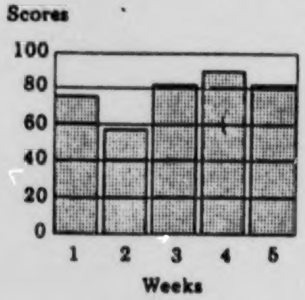
1. A person is standing on the scale below, weighing himself. How much does he weigh?

   a) 59 kilograms
   b) 61 kilograms
   c) 62 kilograms
   d) 66 kilograms



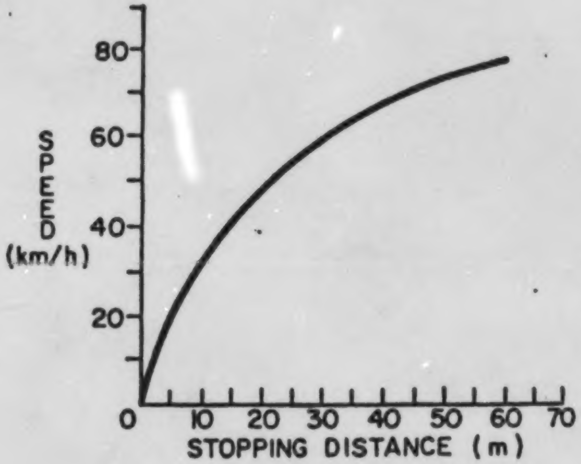
2. Below is a bar graph of Ann's mathematics test scores for 5 weeks. In which week did Ann make the lowest score?

   a) 1
   b) 2
   c) 3
   d) 4



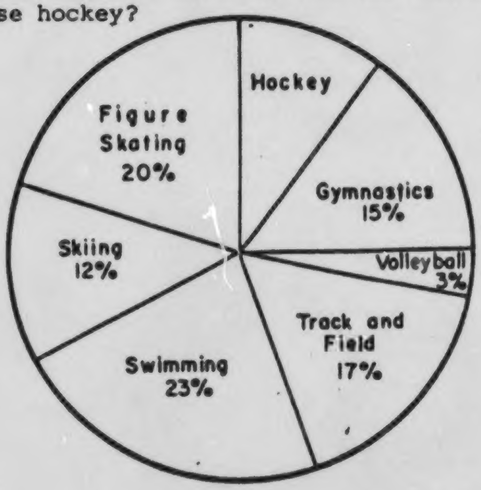
3. This graph represents the relationship between the speed of a car in kilometres per hour (km/h) and the stopping distance in metres (m) after first applying the brakes. If the skid marks were 45 metres long, about how fast was the car travelling when the brakes were first applied?

a) 40 km/h
b) 56 km/h
c) 72 km/h
d) 88 km/h



4. 1,200 television viewers were asked to name their favourite Olympic sport. The results are shown in the circle graph below. What percent chose hockey?

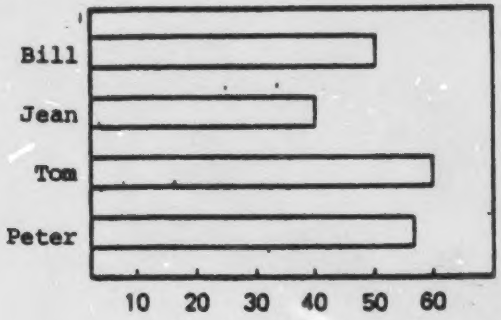
a) 100%
b) 8%
c) 10%
d) 12%



Skill

24.1.2 Know the parts (title, scales, etc.) which should be present in a graph.

1. This graph shows the weights of four people.



What important information is missing from the above graph?

- a) The height of each person.
- b) The age of each person.
- c) In what units the weights at the bottom of the graph are measured.
- d) What year the people were weighed.

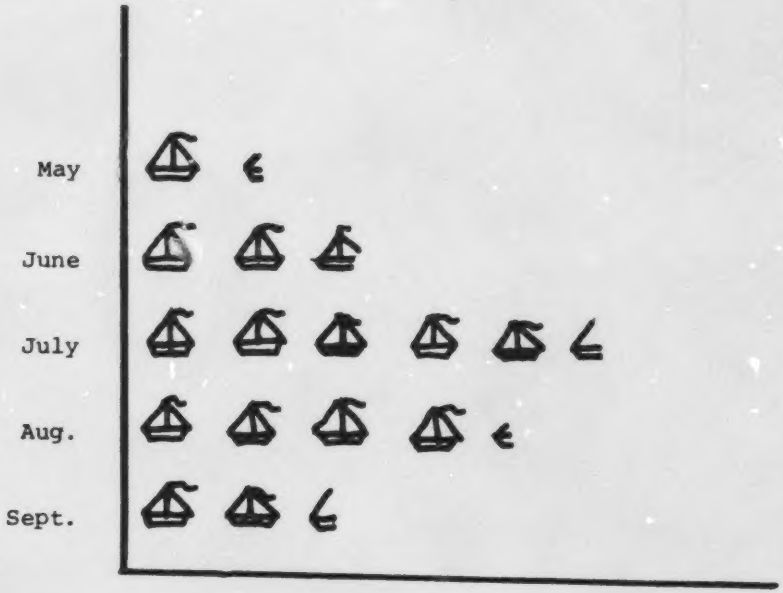
2. When making a line graph, arrange the data so that:

- a) The points can be joined by a single straight line.
- b) The numbers on the left hand side are in the same order as in the data.
- c) The numbers on the left hand side represent equal increases in units.
- d) The points show a steady increase as they go across the graph.

Skill

24.1.3 Solve word problems where information is presented graphically.

1. In the following graph, each ⛵ represents 100 small boats using the Little B Marina last summer. Use the data from the graph to find the total number of boats using the marina last summer.



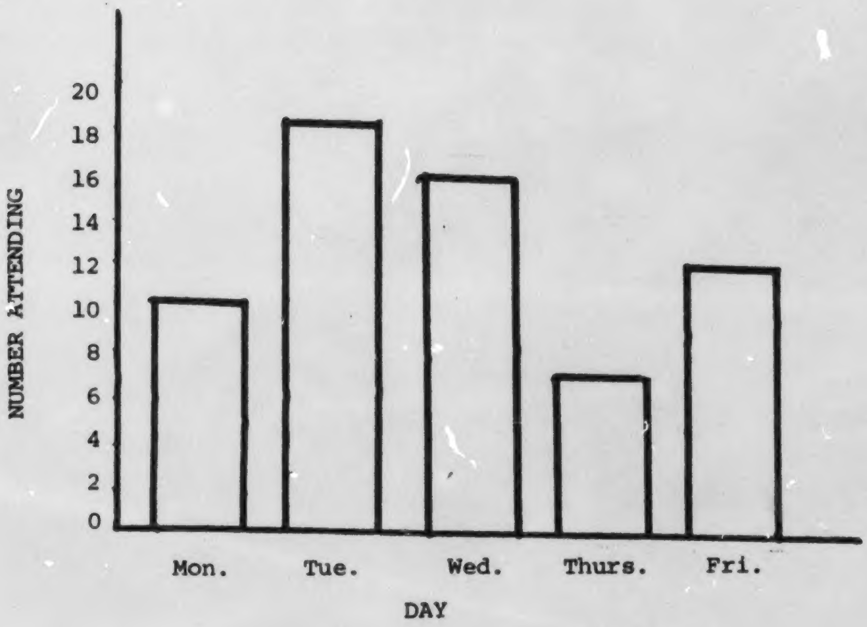
a) 16 $\frac{1}{4}$

b) 1,625

c) 1,475

d) 162.5

2. This graph shows the attendance at an ABE class last week. How many more people came on Wednesday than on Monday?



a) 10

b) 16

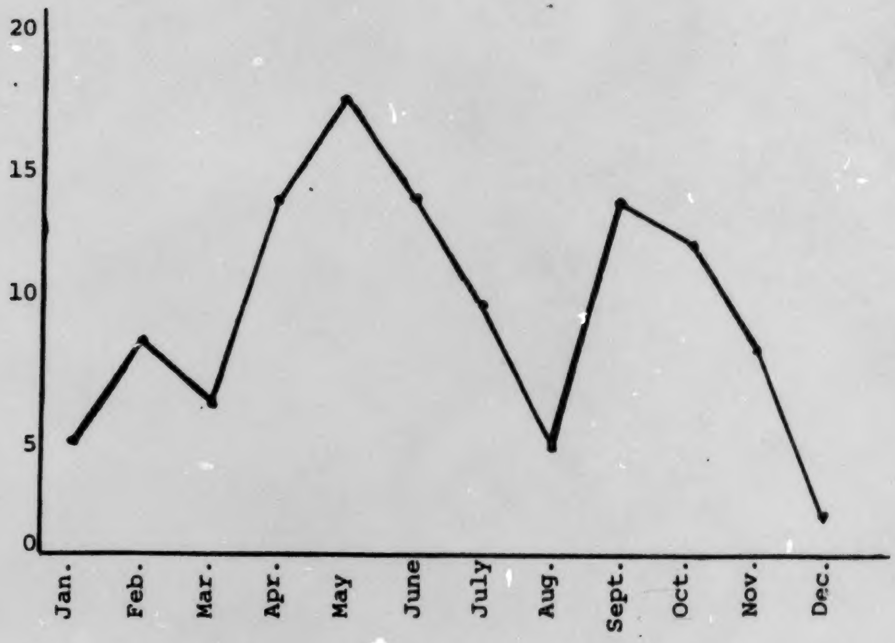
c) 6

d) 8

Skill

24.1.3 Cont'd

3. This graph represents the sales of tractors by a farm machinery company for 1980. If the average selling price of a tractor was $5,775.00, what were the total sales for the month of July?



a) $577.50
b) $5775
c) $57,750
d) 63,525

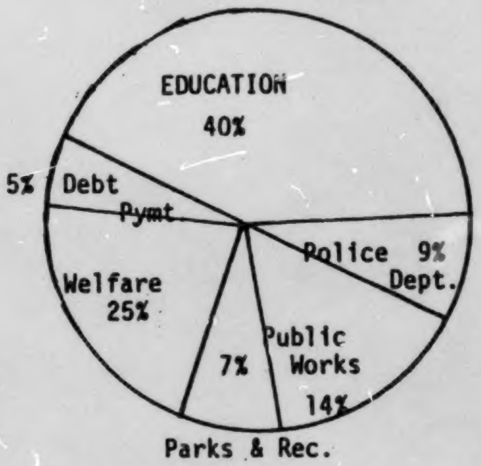
494

Skill

24.1.3 Cont'd

4. This graph shows how a city spent its money in 1979. If the total money spent was $8,500,000., how much was spent on education?

EACH DOLLAR OF CITY EXPENSES



a) $340,000

b) $2,125,000

c) $3,400,000

d) $5,100,000

Goal

24.2 To enable students to present data graphically.

Skill

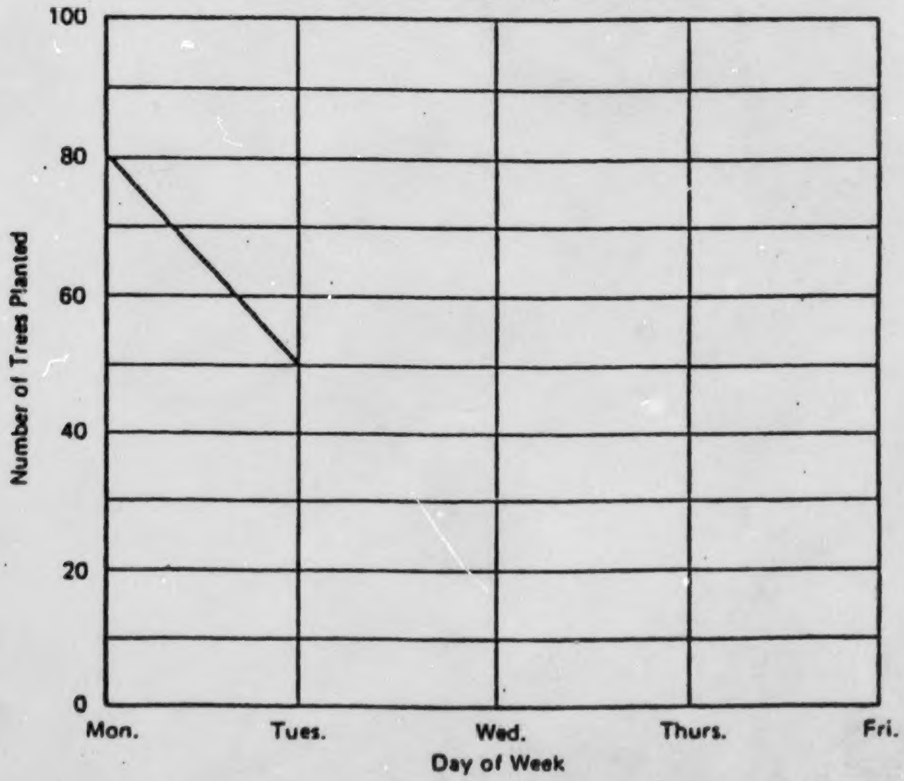
24.2.1 Make line, bar and pictographs from data.

1. Here is a table that shows the number of trees planted along a highway in a week.

Days of the week	Monday	Tuesday	Wednesday	Thursday	Friday
No. of tees planted	80	50	60	90	75

On the diagram below, draw a line graph to show the total number of plantings throughout the week. The first two days' plantings have been drawn for you. Use a ruler to draw the lines.

NUMBER OF TREES PLANTED IN ONE WEEK



Skill

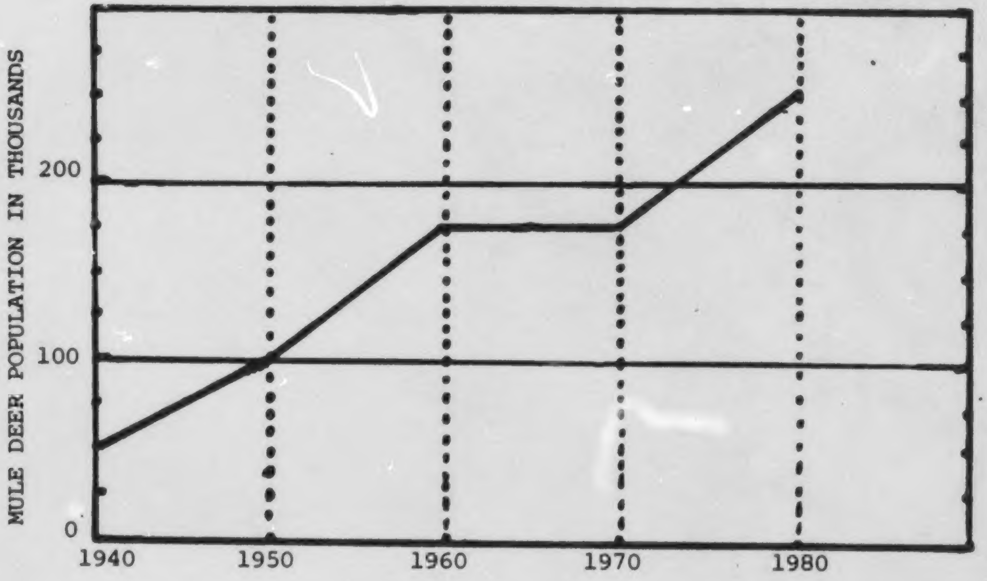
24.2.1 Cont'd

2. Make a bar graph to represent the following data. Kinds of books in the Memorial Library:

Children's - 1,600
Adult mysteries - 200
Adult science fiction - 300
Adult general fiction - 800
Adult history - 100
Adult other non-fiction - 900

24.2.2 Extrapolate and interpolate line graphs.

MULE DEER POPULATION, CANADIAN NATIONAL PARKS



Skill

24.2.2 Cont'd

1. Using the above graph, about what would have been the mule deer population in 1955?

   a) 100,000
   b) 135,000
   c) 175,000
   d) Cannot be determined

2. From the trend shown on the graph, which of the following is a probable population for the year 1990?

   a) 200,000
   b) 135,000
   c) 300,000
   d) 550,000

25.0 MATHEMATICS -- Problem Solving

Goal

25.1 To enable the student to apply the mathematical concepts learned to the solution of problems in real life situations.

Skill

25.1.1 Recognize what information is and is not needed to solve a particular problem.

1. In 1976, a factory produced 320 radios per day. The factory ran 12 hours a day for 6 days every week. If you were required to find out how many radios were produced in 1 week then which of the following numbers would you use?

   a) 12 and 1976
   b) 320 and 12
   c) 12 and 6
   d) 320 and 6

2. It is your job to give out programmes to each member of the audience for a play. The afternoon of the performance you begin with 950 programmes. To find out how many programmes will be left over after the play, you will need to know:

   a) The number of people in the cast
   b) The number of people in the audience
   c) The size of the programme
   d) The name of the play

25.1.2 Apply the appropriate mathematical operation to solve a problem.

1. The age, in years, of a tree is represented by T. The age of a smaller tree, 64 years younger, is represented by t. Which of the following shows the difference in their ages?

   a) $t - T = 64$
   b) $T + t = 64$
   c) $T - t = 64$
   d) $T + 64 = t$

Skill		
25.1.2	Cont'd	2. You know how much money you had at the start and at the finish of an automobile trip. To find out how much money you spent on the trip, you would: a) Add b) Multiply c) Divide d) Subtract
25.1.3	Use estimates to establish the magnitude of answers to problems.	1. You are to multiply 5,976 by 498 and obtain an answer of 29,767,448. Use an estimate if your answer is: a) Far too big b) Much too small c) Just about right See also questions given for: 20.2.3 20.3.3 20.4.5 20.5.5 etc.

26.0 MATHEMATICS -- Percentages

Goal

26.1 To enable the student to learn the basic ideas of percentage and apply them in practical applications.

Skill

26.1.1 Identify percent as a fraction with a denominator of 100 and to use the % symbol correctly.

1. $\frac{55}{100}$ written as a percent is ☐ %:
   - a) 55
   - b) 5.5
   - c) $\frac{55}{100}$
   - d) 550

2. 39% can be written as a fraction:
   - a) $\frac{39\%}{100}$
   - b) $\frac{39}{100}$
   - c) $3\frac{9}{10}$
   - d) $\frac{39}{1{,}000}$

26.1.2 Compare percents to fractions and decimals and change from one form to another.

1. Written as a decimal, 20% =
   - a) 0.2
   - b) 0.02
   - c) 2.0
   - d) 20.0

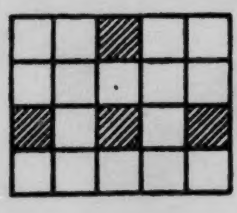
Skill

26.1.2 Cont'd

2. Expressed as a percent, 0.007 =

   a) 0.07%
   b) 70%
   c) 0.7%
   d) 0.00007%

3. The percent of the figure that is shaded is:



   a) 25%
   b) 4%
   c) 16%
   d) 20%

4. Written as a fraction in its simplest form, 18% =

   a) $\frac{1}{18}$
   b) $\frac{9}{50}$
   c) $\frac{9}{100}$
   d) $\frac{1}{8}$

26.1.3 Express the relationship of one number to another by means of percentage.

1. What percent is 6 of 8?

   a) 68%
   b) $1\frac{1}{3}$%
   c) 75%
   d) $\frac{3}{4}$%

Skill

26.1.3 Cont'd

2. 8 is what percent of 10?

   a) 8%
   b) 80%
   c) 125%
   d) 1 $\frac{2}{8}$ %

26.1.4 Calculate the percentage of a number.

1. What is 7% of 5,300?

   a) 300
   b) 371
   c) 530
   d) 3,710

2. 26% of 550 is:

   a) 14.3
   b) 143
   c) 1,430
   d) 0.143

26.1.5 Use percentage calculations in discount, commission and tax word problems.

1. Steve bought a $175 bicycle at a discount of 20%. How much did Steve pay?

   a) $160
   b) $150
   c) $130
   d) $140

2. If Ben Dover invested $450 for 1 year, what percent interest did he receive if the amount of interest paid at the end of the year was $45?

   a) 10%
   b) 10.1%
   c) 9.1%
   d) 9.2%

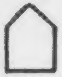
Skill

26.1.5 Cont'd

3. A coat that regularly sells for $50.00 is reduced 12%. How much money can be saved if it is bought at the sale price?
    - a) $1.20
    - b) $12.00
    - c) $5.00
    - d) $6.00

4. If the sales tax is 4%, how much will I pay for a coat priced $110?
    - a) $110.04
    - b) $114.40
    - c) $111.44
    - d) $14.40

ANSWER KEY -- MATHEMATICS

		ANSWERS	
Skill	Question	Letter	Actual
20.1.1	not tested	-	-
20.1.2	1	b	3,333,033
	2	d	fifty thousand, thirty seven
20.1.3	1	b	43,706
	2	c	ten-thousands
20.1.4	1	c	40,000 + 1,000 + 600 + 5
	2	d	465
20.1.5	1	b	246
	2	a	79,657
20.1.6	1	d	89 centimetres
	2	a	Sam
20.1.7	1	a	7th
	2	d	
20.1.8	1	c	60
	2	c	25
20.1.9	1	c	6,550,000
	2	b	7,250

		ANSWERS	
Skill	Question	Letter	Actual
20.2.1	1	b	995
	2	c	9,034
20.2.2	1	a	add
	2	c	+
20.2.3	1	b	210
	2	b	400 + 1,300 + 800 + 200
20.2.4	1	c	$44.79
	2	d	22 hours 45 minutes 39 seconds
20.2.5	1	d	82
	2	b	$13.00
	3	c	690 kilometres
	4	a	$7,200
20.3.1	1	c	189
	2	d	5,297
20.3.2	1	c	subtract
	2	b	-
20.3.3	1	a	5,000
	2	c	4,000 from 7,000

ANSWER KEY -- MATHEMATICS

		ANSWERS	
Skill	Question	Letter	Actual
20.3.4	1	c	$6,193
	2	d	528 kilometres
	3	c	9,000 kilometres
	4	a	8,000 kilograms
20.3.5	1	c	37
	2	a	add 136 to 179
20.4.1	1	c	63
	2	d	48
20.4.2	1	c	8 + 8 + 8 = 24
	2	b	5 + 5 + 5 + 5
20.4.3	1	c	23,777
	2	d	25,152
20.4.4	1	c	x
	2	d	multiply
20.4.5	1	a	60 x 4,000
	2	b	1,250
20.4.6	1	b	98 kilometres
	2	c	$600
	3	a	50 x $1.90

		ANSWERS	
Skill	Question	Letter	Actual
20.4.6	4	a	8,400 kilograms
20.5.1	1	b	6
	2	b	8
20.5.2	1	d	6
	2	b	multiply 9 x 56
20.5.3	1	b	27 remainder 17
	2	d	7 remainder 1
20.5.4	1	c	$156\overline{)328}$
	2	d	÷
20.5.5	1	b	230
	2	b	divide 900 by 90
20.5.6	1	b	42
	2	c	16 kilometres per litre
	3	d	180
	4	c	5 hours
20.6.1	1	d	210
	2	c	25
20.6.2	1	b	$430

ANSWER KEY -- MATHEMATICS

		ANSWERS	
Skill	Question	Letter	Actual
20.6.2	2	b	20
20.7.1	no test questions	-	-
20.7.2	no test questions	-	-
20.7.3	1	b	50 minutes
	2	b	5:45 p.m.
	3	a	0300
20.7.4	1	a	2 years, 5 months
	2	b	143 days
21.1.1	1	d	0.5; 0.6
	2	c	0.13
21.1.2	1	a	$7 + \frac{8}{10} + \frac{9}{100}$
	2	c	0.067
21.1.3	1	d	821.43
	2	b	7 thousandths
21.1.4	1	d	$79.56
	2	c	84¢
21.1.5	1	b	0.1721
	2	a	0.022

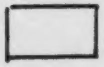
		ANSWERS	
Skill	Question	Letter	Actual
21.1.6	1	c	2,479.72
	2	b	21.1
21.2.1	1	d	$27.30
	2	a	1.5
	3	b	23
21.2.2	1	a	11.074
	2	b	29.016
21.2.3	1	b	1.375 cm
	2	d	$137.51
	3	c	$77
21.3.1	1	b	38.3
	2	a	0.238
	3	b	413 - 193
21.3.2	1	b	17.25
	2	c	70.0375
21.3.3	1	c	9.75 metres
	2	d	$8.71
21.4.1	1	c	18.308
	2	a	0.065

ANSWER KEY -- MATHEMATICS

		ANSWERS	
Skill	Question	Letter	Actual
21.4.1	3	c	160
	4	d	888 x 101
21.4.2	1	a	$131.25
	2	b	$94.56
21.4.3	1	b	move between 4 and 7
	2	c	2,004.06
21.5.1	1	b	0.14
	2	d	5.0
	3	c	42.5
21.5.2	1	d	2.27
	2	b	0.8
21.5.3	1	c	30.8¢
	2	a	4.28 metres
21.5.4	1	b	1 place to left
	2	a	0.6323
21.6.1	1	a	8202.8
	2	c	$216.46
	3	b	$2.80
22.1.1	1	c	$\frac{2}{6}$

		ANSWERS	
Skill	Question	Letter	Actual
22.1.1	2	a	$\frac{3}{4}$
22.1.2	1	c	$\frac{4}{9}$
	2	d	$\frac{13}{28}$
22.1.3	1	c	$\frac{14}{16}$
	2	a	$\frac{6}{10}$
	3	b	15
22.1.4	1	d	$\frac{79}{12}$
	2	c	$3\frac{3}{8}$
22.2.1	1	c	$1\frac{2}{9}$
	2	b	$9\frac{5}{12}$
22.2.2	1	b	$\frac{17}{24}$
	2	a	$7\frac{3}{8}$
22.2.3	1	a	1
	2	b	$12\frac{2}{5}$
22.2.4	no test questions	-	-

ANSWER KEY -- MATHEMATICS

		ANSWERS	
Skill	Question	Letter	Actual
22.2.5	1	b	$\frac{14}{15}$
	2	d	$15\frac{1}{3}$
22.2.6	1	a	19 ÷ 4
	2	c	54 in 7 groups
22.2.7	1	a	$\frac{1}{12}$
	2	c	$\frac{11}{12}$
	3	b	$60
	4	c	4
22.2.8	1	b	160 ÷ 2
	2	c	13 metres
22.2.9	no test questions	-	-
22.3.1	1	b	$\frac{2}{5}$
	2	d	0.625
	3	d	$7\frac{1}{2}$
	4	c	0.25
23.1.1	1	b	
	2	b	sphere

		ANSWERS	
Skill	Question	Letter	Actual
23.2.1	1	c	centimetre
	2	d	weight
23.2.2	1	b	1,000 grams
	2	c	$\frac{1}{100}$
23.2.3	1	c	millimetre
	2	c	1,000 millilitres
23.2.4	1	c	1 litre
	2	c	35 kilograms
	3	b	10 centimetres
23.2.5	1	b	500 centimetres
	2	b	650
23.2.6	1	b	72 ÷ 100
	2	b	4 hours 10 minutes
24.1.1	1	b	61 kilograms
	2	b	2
	3	c	72 km/h
	4	c	10%
24.1.2	1	c	units of weight
	2	c	equal increases

ANSWER KEY -- MATHEMATICS

Skill	Question	ANSWERS Letter	Actual
24.1.3	1	b	1,625
	2	c	6
	3	c	$57,750
	4	c	$3,400,000
24.2.1	See separate marking guide below		
24.2.2	1	b	135,000
	2	c	300,000
25.1.1	1	d	320 and 6
	2	b	audience size
25.1.2	1	c	T - t = 64
	2	d	subtract
25.1.3	1	a	far too big
26.1.1	1	a	55%
	2	b	$\frac{39}{100}$
26.1.2	1	a	0.2
	2	c	0.7%
	3	d	20%
	4	b	$\frac{9}{50}$

Skill	Question	ANSWERS Letter	Actual
26.1.3	1	c	75%
	2	b	80%
26.1.4	1	b	371
	2	b	143
26.1.5	1	d	$140
	2	a	10%
	3	d	$6.00
	4	b	$114.40

SCORING FOR 24.2.1

Question 1 - Give 1 point for:

a) Points properly plotted. Friday should be half-way between 70 and 80.

b) Line joins points accurately and is drawn with a ruler.

Question 2 - Give 1 point each for:

a) Scale in suitable increments such as 0, 200, 400, 600 etc.

b) Length of bars accurately drawn.

c) Bars equal width with small equal space between each.

d) Either grid not drawn across bars or bars shaded.

e) Scale, bars and entire graph labelled.

FIELD TEST

Field Test

Consider please, three traits of good assessment: validity, reliability and usability. The validity of a test is judged essentially by whether it measures what it proposes to measure. To maximize validity in an assessment which is still at least once removed from actual life situations - define important, adult tasks;

- correlate the nature and level of skills assessed with other competency assessments; and
- focus each item on a specific skill or clearly defined set of skills.

Validity may be increased further by adapting items to local context and ensuring that skills assessed closely match those taught.

The realiability of a test may be judged by the confidence an instructor places in the information (results) yielded by the test. Instructors are advised strongly throughout this Kit to use the items as only one of many sources of student evaluation. Consequently, they will find their own answers to the key reliability question, "How consistent is this measure of the student's performance compared to assessments in other times, places and circumstances?" Reliability is always improved by taking more samples. In addition, the development and use of rating scales for subjective areas of student evaluation should help in producing reliable assessment.

Finally, the usability of an assessment will be determined in the field. The major purpose of the Kit has been to provide instructors with a readily usable tool, with clear instructions relating to purpose, planning, administration and follow up of a practical performance assessment.

Field testing of Kit items was conducted to hone validity and reliability within the given constraints. The data follow.

Data

The first column on the left of the field test data report indicates the skill and question which was included in the field test.

The Mathematics questions and the Reading questions were (with one exception, the Reading sequence question) presented in a multiple choice format.

The letters at the top of the following columns indicate the answer choices. The number in each column represents the number of students who chose each answer option and the percentage represented.

The column headed EFG indicates the number of students who omitted the question, indicated two answers or wrote in an answer not offered.

An asterisk indicates the correct answer.

The remarks column indicates the decision about the particular question made by the review panel after the field testing.

Below is an example of the data related to one question and the interpretation of the information.

Skill	Item	A		B		C		D		EFG		Remarks
		#	%	#	%	#	%	#	%	#	%	
20.3.4	3	6	10.9	2	3.6	36	65.5*	2	3.6	9	16.3	question modified

The skill tested is 20.3.4 and the item number is #3 (See p. 206 of this Kit). Six students, 10.9% of the field sample chose answer A. Thirty-six students, 65.5% of the test population chose answer C which was the correct answer (note the asterisk). Nine students or 16.3% either omitted the question or checked two answers. The review panel recommended that the question be modified. The question as it appears on page 206 is not exactly the same as the one which was field tested. It was modified at the direction of the review panel.

The Writing field tests were marked according to the scales given in section 10.0. The left hand column indicates the skill and item number being used in the field test. For example Skill 10.1.1 Item 2, one student, or 2% of the population, scored at scale point one. No one scored at scale point two. Eight students, or 16% of the population were at scale point three, seven students or 14% were at scale point four, 33 students or 66% were at scale point five. One student, 2% of the population, omitted the question.

READING FIELD TEST
Item Analysis -- 51 Papers

Skill	Item	A		B		C		D		EFG		Remarks
		#	%	#	%	#	%	#	%	#	%	
7.1.1	1	20	39.2	-	-	31	60.8*	-	-	-	-	retained
7.1.1	2	3	5.9	37	72.5*	1	2.0	10	19.6	-	-	retained
7.1.1	3	9	17.6	14	27.5*	-	-	26	51.0	-	-	retained
7.1.1	4	8	15.7	2	3.9	1	2.0	35	68.6*	5	9.9	modified
8.1.1	1	-	-	2	3.9	11	21.6*	34	66.7	4	7.8	modified
8.1.1	2	1	2.0	16	31.4	28	54.9*	3	5.9	3	5.9	modified
9.1.1	5	5	9.8	43	84.3*	2	3.9	-	-	1	2.0	retained
9.1.1	13	2	3.9	5	9.8	40	78.4*	3	5.9	1	2.0	retained
9.1.2	1	9	17.6	5	9.8	5	9.8	32	62.7*	-	-	retained
9.1.3	2	46	90.1*	-	-	-	-	5	9.8	-	-	retained
9.1.3	3	47	92.1*	3	5.9	-	-	-	-	1	2.0	retained
9.1.4	4	**See bottom of next page for analysis										directions modified
9.1.6	6	1	2.0	1	2.0	3	5.9	44	86.3*	2	3.9	retained
9.1.7	1	35	68.6*	2	3.9	1	2.0	10	19.6	3	5.9	retained
9.1.7	2	11	21.6	9	17.6	26	51.0*	1	2.0	3	5.9	retained
9.1.9	1	1	2.0	1	2.0	46	90.2*	-	-	3	5.9	retained
9.1.9	3	41	80.4*	5	9.8	1	2.0	-	-	4	7.9	retained

READING FIELD TEST - Cont'd

Skill	Item	A		B		C		D		EFG		Remarks
		#	%	#	%	#	%	#	%	#	%	
9.1.9	4	4	7.9	31	60.8*	3	5.9	9	17.6	4	7.9	retained
9.2.2	7	4	7.9	39	76.5*	7	13.7	-	-	1	2.0	retained
9.2.2	3	-	-	1	2.0	46	90.2*	-	-	3	5.9	retained
9.2.3	8	8	15.7	1	2.0	39	76.5*	2	3.9	1	2.0	retained
9.2.4	9	5	9.8	2	3.9	7	13.7	35	68.6*	2	4.0	retained
9.2.8	11	4	7.9	2	3.9	8	15.7	33	64.7*	4	7.9	retained
9.3.1	1	29	56.9*	19	37.3	-	-	-	-	3	5.9	modified
9.3.1	2	17	33.4	31	60.8*	-	-	-	-	3	5.9	modified
9.3.1	3	32	62.7*	16	31.4	-	-	-	-	3	5.9	modified
9.3.2	12	5	9.8	3	5.9	38	74.5*	4	7.9	1	2.0	modified

** Skill 9.1.4 Item 1	#	%
All right	14	27.5
1 - 2 errors	6	11.8
All right - wrong task	13	25.5
1 - 2 errors wrong task	11	21.6
More than two errors either task	7	13.7
	51	100.1

WRITING FIELD TEST

Item Analysis -- 50 papers

Skill	Item	Scale 1		Scale 2		Scale 3		Scale 4		Scale 5		Omit	
		#	%	#	%	#	%	#	%	#	%	#	%
10.1.1	2	1	2	-	-	8	16	7	14	33	66	1	2

(10 papers randomly selected)

Skill	Item	Scale 1		Scale 2		Scale 3		Scale 4	
		#	%	#	%	#	%	#	%
10.1.2	1	2	20	2	20	4	40	2	20

Skill	Item		Scale 1		Scale 2		Scale 3		Scale 4		Omit	
			#	%	#	%	#	%	#	%	#	%
10.1.3	4	Letter & Envelope CONTENT	4	8	11	22	7	14	27	54	1	2
		Letter & Envelope FORMAT	2	4	3	6	22	44	22	44	1	2

Skill **Item**

WRITING FIELD TEST - Cont'd

10.1.4 1
2
3

HOLISTIC, 6 point

Scale 1		Scale 2		Scale 3		Scale 4		Scale 5		Scale 6	
#	%	#	%	#	%	#	%	#	%	#	%
1	3.7	1	3.7	10	37	6	22.2	7	25.9	2	7.4

MECHANICS (6 papers randomly selected)

Scale 1		Scale 2		Scale 3		Scale 4		Scale 5	
#	%	#	%	#	%	#	%	#	%
1	16.7	-	-	2	33.3	3	50	-	-

SPELLING (6 papers randomly selected)

Scale 1		Scale 2		Scale 3		Scale 4	
#	%	#	%	#	%	#	%
-	-	1	16.7	5	83.3	-	-

VOCABULARY (6 papers randomly selected)

Scale 1		Scale 2		Scale 3		Scale 4	
#	%	#	%	#	%	#	%
-	-	4	66.7	2	33.3	-	-

HANDWRITING (6 papers randomly selected]

Scale 1		Scale 2	
#	%	#	%
1	16.7	5	83.3

WRITING FIELD TEST - Cont'd

Skill **Item**

10.1.5 3

	Correct		Incorrect		Omit		Remarks
	#	%	#	%	#	%	
B	27	54	16	32	7	14	retained
C	33	66	11	22	5	10	retained
D	6	12	36	72	8	16	modified

10.1.6 1

	Correct		Incorrect		Remarks
	#	%	#	%	
1	44	88	6	12	retained
2	9	18	41	82	directions modified
3	3	6	47	94	directions modified
4	18	36	32	64	directions modified
5	35	70	15	30	directions modified
6	9	18	41	82	modified - sentence now correct
7	20	40	30	60	directions modified
8	6	12	44	88	modified - sentence now correct
9	6	12	44	88	deleted
10	7	14	43	86	deleted

MATHEMATICS FIELD TEST
Item Analysis -- 55 Papers

Skill	Item	A		B		C		D		EFG		Remarks
		#	%	#	%	#	%	#	%	#	%	
20.1.6	1	-	-	3	5.5	4	7.3	44	80*	4	7.3	retained
20.2.4	1	4	7.3	1	1.8	49	89.1*	1	1.8	-	-	retained
20.2.4	2	2	3.7	1	1.8	-	-	47	85.5*	5	9.1	retained
20.3.4	1	1	1.8	1	1.8	49	89.1*	-	-	4	7.3	retained
20.3.4	2	1	1.8	-	-	4	7.3	40	72.7*	10	18.2	retained
20.3.4	3	6	10.9	2	3.6	36	65.5*	2	3.6	9	16.3	question modified
20.3.4	4	2	3.6*	46	83.6	2	3.6	1	1.8	4	7.3	entire question rewritten
20.4.6	1	2	3.6	45	81.8*	1	1.8	-	-	7	12.7	retained
20.4.6	2	-	-	1	1.8	52	94.5*	-	-	2	3.6	retained
20.4.6	3	47	85.5	7	12.7*	1	1.8	-	-	-	-	entire question rewritten
20.4.6	4	1	1.8*	47	85.5	2	3.6	-	-	5	9.1	question rewritten
20.5.4	1	1	1.8	-	-	48	87.3*	6	10.9	-	-	retained
20.5.4	2	-	-	1	1.8	1	1.8	53	96.4*	-	-	question rewritten
20.6.1	1	3	5.5	4	7.3	-	-	44	80*	4	7.3	question modified
20.6.1	2	1	1.8	2	3.6	46	83.6*	-	-	6	10.9	question modified
21.1.1	1	-	-	-	-	3	5.5	48	87.3*	4	7.2	question modified
21.1.1	2	-	-	1	1.8	40	72.7*	2	3.6	12	21.8	question modified

MATHEMATICS FIELD TEST - Cont'd

Skill	Item	A		B		C		D		EFG		Remarks
		#	%	#	%	#	%	#	%	#	%	
21.2.3	1	5	9.1	42	76.4*	3	5.5	1	1.8	4	7.3	retained
21.2.3	2	-	-	1	1.8	-	-	54	98.2*	-	-	retained
21.3.3	1	3	5.5	3	5.5	43	78.2*	1	1.8	5	9.1	retained
21.3.3	2	3	5.5	-	-	2	3.6	50	90.9*	-	-	retained
21.4.2	1	54	98.2*	-	-	1	1.8	-	-	-	-	retained
21.4.2	2	2	3.6	40	72.7*	3	5.5	2	3.6	8	14.5	retained
21.5.4	1	10	18.2	17	30.9*	14	25.5	9	16.4	5	9.1	question NOT modified as it reflects skill exactly
21.5.4	2	38	69.1*	3	5.5	9	16.4	3	5.5	2	3.6	question modified
21.6.1	1	-	-	1	1.8	46	83.6*	3	5.5	5	9.1	question rewritten
21.6.1	2	1	1.8	-	-	49	89.1*	5	9.1	-	-	question modified
22.1.1	1	4	7.3	-	-	50	90.9*	-	-	1	1.8	diagram redrawn
22.1.1	2	27	49.1*	9	16.4	14	25.5	5	9.1	-	-	diagram redrawn
22.2.1	1	8	14.5	1	1.8	41	74.5*	-	-	5	9.1	retained
22.2.1	2	5	9.1	47	85.5*	-	-	1	1.8	2	3.6	retained
22.2.4	1	28	50.9*	5	9.1	3	5.5	11	20	8	14.5)	questions omitted, individualized testing recommended
22.2.4	2	10	18.2*	2	3.6	24	43.6	10	18.2	9	16.3)	

MATHEMATICS FIELD TEST - Cont'd

Skill	Item	A		B		C		D		EFG		Remarks
		#	%	#	%	#	%	#	%	#	%	
23.2.2	1	7	12.7	32	58.2*	1	1.8	7	12.7	8	14.5	retained
23.2.2	2	26	47.3	4	7.3	16	29.1*	4	7.3	5	9.1	question modified
23.2.5	1	4	7.3	31	56.4*	4	7.3	-	-	16	29.1))	metric questions not modified
23.2.5	2	7	12.7	18	32.7*	7	12.7	5	9.1	18	32.7)	
24.2.2	1	3	5.5	30	54.5*	5	9.1	11	20	6	10.9	retained
24.2.2	2	2	3.6	4	7.3	38	69.1*	3	5.5	8	14.5	answers modified
25.1.1	1	-	-	8	14.5	8	14.5	38	69.1*	1	1.8	answer modified
25.1.1	2	1	1.8	46	83.6*	-	-	1	1.8	7	12.7	retained
26.1.3	1	17	30.9	4	7.3	26	47.3*	1	1.8	7	12.7	answer modified
26.1.3	2	11	20	35	63.6*	2	3.6	3	5.5	4	7.3	retained

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